

THE A T A MAGAZINE

CANADIAN GOVERNMENT ANNUITIES
MALES — GUARANTEED 15 YEARS
Premiums for Deferred Annuity of \$100 to Begin at Age 65
(Annuity Payable in Monthly Installments)

CANADIAN GOVERNMENT
MALES — GUARANTEED
(Annuity of \$100 to Begin at Age 65)

CANADIAN GOVERNMENT ANNUITIES
GUARANTEED 5 YEARS
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CANADIAN GOVERNMENT ANNUITIES
MALES — GUARANTEED 10 YEARS
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CANADIAN GOVERNMENT ANNUITIES
FEMALES — GUARANTEED 10 YEARS
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CANADIAN GOVERNMENT ANNUITIES
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30	5.40	
35	4.02	
40	3.08	
45	2.38	

ALBERTA TEACHERS' RETIREMENT FUND

BY-LAW No. 1 of 1948
as amended

A By-law relating to the
administration of the Fund
constituted under
The Teachers' Retirement Fund
Act, 1939 and amendments
thereto.

An Act to Establish A Teachers' Retirement Fund

1939 - and amendments - 1949

HIS MAJESTY, by and with the advice
and consent of the Legislative Assembly
of the Province of Alberta, enacts as
follows:

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30	5.40	
35	4.02	
40	3.08	
45	2.38	

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Premiums for an annuity of \$100 to begin at age 65
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Age at Last Birthday	Male	Female
25	8.02	
30	5.40	
35	4.02	
40	3.08	
45	2.38	

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OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION

JANUARY, 1951

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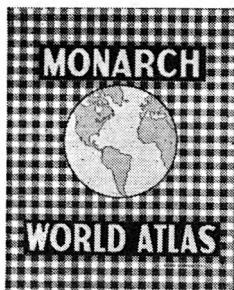


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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
10330 - 104 Street, Edmonton, Alberta

Volume 31

January, 1951

Number 5

PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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1950

IN JULY, construction of the ATA building was started at 9929-103 Street, Edmonton, on the brow of the hill overlooking the Saskatchewan river valley, one of the finest views in Alberta. For years, teachers have been planning this home for the Association, which will be called Barnett House. It will have offices for the Teachers' Retirement Fund Board as well as the Alberta Teachers' Association.

In 1950, *The County Act* was passed by the legislature. It is regarded as the most serious blow to education in many years. Teachers should always remember that this bill was enacted without the teachers first having a chance to express their opinions about the proposed bill either to the Department of Education or to the Department of Municipal Affairs. Although a formal application is required to have one of these experimental units set up, no provision has been made for holding a plebiscite in an area after the municipal council or school board has made application. As a result, in one district, although a general meeting had turned down *The County Act* system by a vote of 200 to 2, an experimental unit was established anyway! . . . It is more than likely that *The County Act* will develop some unforeseen by-products.

1950, it is hoped, will mark the year that the teachers' association, and the trustees' association were first taken into permanent partnership by the Department of Education. Teachers and trustees should be able to discuss with the Department of Education all proposed amendments to *The School Act* and to departmental regulations before they become law, either through legislation or order-in-council. When this request was placed before the Executive Council of the Government, the premier, Hon. E. C. Manning, said that the principle was sound as a general practice, with the understanding that the government reserved the right to make changes deemed necessary on its own responsibility.

1950 saw many new schools erected—which is good. Next to teachers, Alberta needs schools. This school-building boom was a result of *The School Borrowing Assistance Act* of the legislature whereby interest on school debentures is guaranteed by the province and a portion of the money advanced by the provincial government is written off. This Act has encouraged school boards to borrow money for schools. It has also saved the taxpayers from one-half to one percent interest, because school bonds with interest guaranteed by the provincial government are a better investment than ordinary school bonds.

But salaries are worse than a year ago. The small increases have been more than offset by the increased cost in living. As a result, teachers are no better off financially than they were ten years ago. Many school boards claim that they were unable to raise salaries because the school grants were not increased—in some cases they were less than the previous year—and the other services are costing more.

The teacher, of course, is expected to "pay," or at least to accept without any complaint, money that is left after the cost of all other expenses have been met.

1951

The Alberta Teachers' Association's and the Teachers' Retirement Fund's new offices are expected to be completed by spring. It would be most appropriate if the official opening of Barnett House could be held at the time of the Annual General Meeting, the last week of March.

If, and when, the Alberta Teachers' Association is accepted as a partner in this business of education, the Association, individually and collectively, must assume a greater share of the responsibility for school administration and policy. While ATA educational policies have been built up over the years and, in our opinion, are quite sound, most of them are general outlines; the details have still to be worked out. It will be another milestone in the growth of the Alberta Teachers' Association when we assume our proper role in the school business of this province, instead of just passing resolutions at our Annual General Meetings, and then having a committee carry them to the Department of Education and the Government, where they are presented in about one hour, and never heard of again for another year.

Teachers must have a greater share in curriculum-making. If one of the cities, or number of divisions, could be persuaded to build a program for one or two subjects, it would be a start in this partnership idea. Such a project should lead to greater interest in schools on the part of teachers, school boards, and all other groups interested in the business of education. Perhaps, one of the chronic complaints of school boards, that after 15 years or so of teaching many teachers lose their enthusiasm, might disappear if teachers were given more responsibility. How can any person be expected to have an interest in things with which he is not identified in some way or other, even if it is his work.

Ninety-nine percent of the teachers in Alberta have never had any voice in any part of curriculum-making. They are just handed a bunch of pamphlets and bulletins and told to follow the instructions. Could any one devise any system that is duller or more deadly?

School grants will, no doubt, be increased this year. The province has never been more prosperous and there have been demands from many groups for additional provincial aid for elementary and secondary schools. Besides raising basic grants, the government should make some provision for the increasing number of classrooms every year, which last year was between two and three hundred.

Teacher training might be improved this year. Perhaps two years in the Faculty of Education could be established as a minimum. Perhaps, provision could be made in the Faculty of Education program to have professional problems brought before all the students in the Faculty of Education through regular and planned instruction.

1951 may well be one of the Association's best years.

Our President's Column

THE dawn of the new year is by tradition a time for some sort of accounting. For many this accounting is a very real thing—complete with assessment of the past and plans for the future. So let it be with us.

January is a month for election talk in the Association. I would hope that this year finds interest just as high, and concern just as active for the composition of the Provincial Executive. The well-being of our organization rests in very large measure on those who are placed on our Executive Council.

During the Christmas meeting of the Executive I announced my decision to retire from the election field. There is no good reason why any person should serve more than two terms as President of the ATA. The Association will profit from the vigor and enthusiasm of a new viewpoint, and the retiring president can enjoy the prospect of an ordered existence.

The past two years have been busy—often, far too busy for one who has classroom responsibilities as his primary concern. That is, however, the price one must pay for the experience and associations that come with the office. I would hope that my service may balance in part the value one might place on the rewards of such experience.

Since the last Executive Meeting, your representatives have met with the Cabinet, the Department of Edu-

cation, and the ASTA. The terms of reference for the discussions were the resolutions passed by the 1950 AGM. Reports of the outcomes of the conferences will be given to the Executive and to the 1951 Annual General Meeting.

A joint discussion of the revisions and consolidation of *The School Act* is at present the concern of the Department of Education, the ATA and the ASTA. We have been advised that no major changes are contemplated; that the revision is designed to bring the Act into conformity with present practice.

Local meetings will likely be concerned with the business of framing resolutions for the consideration of the coming Annual General Meeting. It is to be hoped that the weather will favor such meetings rather more than it did last year. Thorough discussion and serious thinking should be the parents of every resolution directed to the Annual General Meeting.

I would hope that the new building might be ready for the Annual General Meeting, but present progress seems to suggest that such a hope is rather dim. In any event the building should be far enough advanced for councillors to see projected office arrangement.

May I extend to each and every teacher my best wishes for a happy and prosperous 1951.

F. J. C. SEYMOUR.

What I want to say, first, is that as a father I am not primarily interested in the school system or what happens to the school or what happens to the PTA or what kind of an organization the board of management is. I am not primarily interested in those things. When I send my kids to school, I am interested in one thing—what happens to them. Every standard that the school has, every practice, must be made in terms, as far as I am concerned, of what happens to my children.

—James Lee Ellenwood.

New Year's Greetings Alberta Teachers' Association



Again the New Year, and again my opportunity to extend greetings and best wishes to the teachers of Alberta.

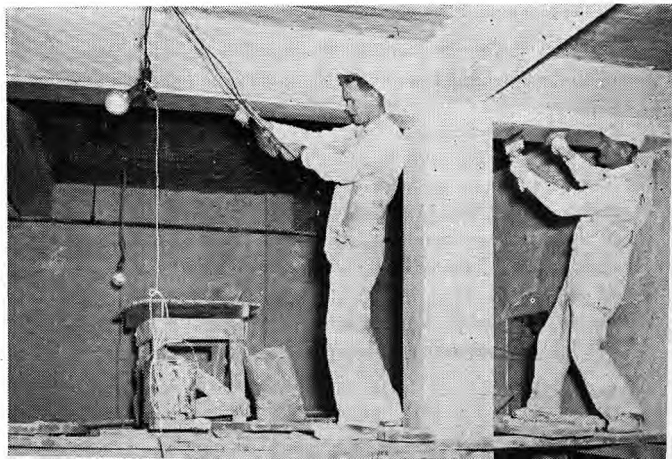
A moment's thought on today's troubled times and an apprehensive

glance into the year ahead should magnify the role that the teacher can play in the lives of his students. The feelings of uncertainty and insecurity in society generally are reflected in many homes and often cause uneasiness in the children themselves. Teachers can do much to provide these children with a feeling of security. We all know that for many a child the classroom, under the direction of an understanding and cheerful teacher, is a happy place where he finds companionship and teams up with his classmates to accomplish worthwhile ends.

From such students—perhaps years afterward—will you receive the tribute, not a formal statement but probably only a passing comment about the “good old days back when,” that will be the best measure of the success of your work during the coming year. I hope 1951 will bring you happiness in your daily work and build up for you a storehouse of pleasant memories for use in the years to come.

IVAN CASEY,
Minister of Education.

ATA Building
9929 - 103 Street,
Edmonton, Alberta
Progress Picture
No. 3
January, 1951



Let's Talk English

D. M. SULLIVAN, Registrar
Department of Education
Edmonton, Alberta

ON the final examination in English in grade twelve for each of the past two years, 150 marks, or 30 percent of the paper, were available for the essay. *"Generally speaking the essays were trite and commonplace, lacking in vividness and style,"* according to the official report of the sub-examiners. *"The student had little to say and he said it ineffectively. Although some of the essays were excellent, most lacked original thought and expression. Many of the titles were weak, or omitted, and the introductions, transitions and conclusions were feeble and ineffective. Paragraphs were skimpy because students are not able to think in the paragraph form."* These are hard words. Judging that a large number of teachers, and possibly students, might profit by some observations on what the Department of Education is looking for in the essay, I have made a study of the method of marking the essay, and an investigation into the probable cause of the weakness in essay writing and paragraph writing as disclosed on grade twelve final papers in English.

Two Specialized Groups Mark The Essay

Each essay is marked twice. It is first read by one group for purely mechanical errors; these are recorded not on the essay itself but on a sheet known as the score sheet which is later glued to another page. Then the essays, looking exactly as they did when they left the students' possession, are handed to a special group of seven or eight sub-examiners who do nothing else for fifteen days but read these essays, judging them en-

tirely from the standpoint of style, effectiveness, interest and other qualities of good writing. This group ignores mechanical errors in the essays, as far as is humanly possible. They hold conferences from time to time, compare their impressions, and exchange for criticism essays already marked, and make use of various devices designed to ensure standards of judgment that are reliable and consistent. What is said in this article concerns the work of this group and their findings, and there will be little mention herein of mechanical errors as that is a separate field not within the scope of this particular investigation. I personally did not mark any essays. My object in this study is merely to evaluate the results and comment on the validity of the gradings.

This Study Is Based on 500 Essays

For purposes of this study 500 final grade twelve papers were examined of which 100 were written by Calgary students, 100 by students in Edmonton, and 300 by candidates from the schools at large. The sample was representative, and probably large enough to serve as a microcosm of the entire province. Ignoring marks for mechanics and looking only at the marks given for style, the writer found the following distribution of the 75 marks awarded for positive qualities of effectiveness in writing the essay (see Table I, page 9).

There was no easily apparent correlation between mechanical skill and style. Every student in the Province lost marks for mechanics. One group which made an average of 46 out of 75 for mechanics, averaged only 7 marks out of 75 for style. Another group with about the same skill, i.e., 47 in mechanics, averaged 24 on style. The student who made the high mark of 72 in style lost 14 marks for mechanical errors. There

TABLE I
Distribution of the Marks on 500 Papers
Maximum 75, for Qualities of Style

Number of Candidates	Range of Marks	Percentage of Candidates	Percentage Mark Obtained
32	61-72	6.4	over 80%
96	49-60	19.2	over 60%
102	37-48	20.4	over 50%
121	25-36	24.2	over 34%
104	13-24	20.8	over 17%
45	0-12	9.0	below 16%

was no constant or reliable correlation between style and mechanics except in the extremely good and in the extremely bad essays. It is interesting to read the essay of a student who lost 71 of the 75 marks given for mechanics. He has little or nothing to say and he says it badly. Readers of this article are here reminded that the sub-examiner who marked this essay for style did not know that the student had received only 4 for mechanics. The purpose in gluing the score sheet on another page is to free the sub-examiner from prejudice when he is judging the essay for its qualities of interest and general effectiveness. Here is the first paragraph:

Paragraph From Essay in the Lowest Category of Table I

When I'm through school well its hard for one to decide what to do. The fields are large and there is so much one can do. We don't know what to choose. If the teachers would help us out in schools, they don't really prepare you, so that you'd know what you want to do. They give you English, Math, Science but in some ways it doesn't give us a big enough of a scope on life. And alot of these things don't come into us in everyday life take for instance Social Studies they take well it helps at present but it doesn't do us good when were out of school. If they had taught some physical education and it will come into at all times. They should brodden our course teach us something that will be of us.

A large group of students had few mistakes in grammar or spelling, but what they had to say was so trivial, and was written in a style so dull and commonplace that it was completely uninteresting, unimpressive, and therefore worthless. One topic was worded on the question paper as follows:

How have the changes of the past fifty years, (social legislation, scientific developments, political changes, international events), affected your daily life? To the uncritical the essay which follows may seem fairly good, but on closer examination it reveals itself as utterly sterile in thought. The few ideas expressed are merely a repetition of the ideas stated in the topic itself; these are left undeveloped, and unsupported by any semblance of organized thinking or imagination. The final mark for this essay placed it in the category second from the bottom in table 1, chiefly through poverty of ideas, dullness of expression, and complete absence of style. Below is the entire essay, which received a total mark of 28 out of 150 for mechanics and style, or 19 percent. What would you have given it?

THE WORLD OF 1950

There has been a great many changes in Canadian life in the last fifty years. These changes, although gradual effect our daily life a great deal.

Social legislation has been encouraged and supported to such an extent that the social services no available to the people of Canada were beyond the fondest hopes of our forefathers.

In the scientific field development has been so rapid that it is extremely hard to keep up with it. The development of atomic energy, if it can be utilized for peace time uses will revolutionize the world.

In Canada the political changes have come about fairly rapidly. Last year brought about the use of the Canadian Supreme Court as the final court of appeal.

Although these matters may seem relatively unimportant to many of us, they do play an active part in our everyday life.

In Canada, it is now possible for both men and women over the age of twenty-one to vote. People over the age of sixty-five may now obtain the old age pension.

One can almost hear the relieved sigh with which the student lays down

his weary pen, after the above abortive effort.

What Are the Objectives in Grade XII Language

The last paragraph in the course of studies English 3, reads as follows: "In the main the English teacher will find it his chief business to concentrate on clearness, variety and effectiveness of expression." But our sub-examiners report wistfully, *"There was an evident lack of practice in essay writing throughout the Province. Further practice, together with a striving for originality of thought and expression, would pay rich dividends to candidates for the English 3 language examination."*

What is the chief cause of this incompetence in writing? I believe the chief cause is not so much lack of practice, though that is an important and widespread cause, but rather a chronic unwillingness on the part of students to examine critically their own efforts; and a corresponding neglect of teachers to compel their students to re-examine and re-write their essays and paragraphs. Consider, for a moment, a few typical paragraphs from these 500 papers and note how obvious are the errors. I sincerely believe the average child in grade nine could put his finger unerringly on the faults of style in these paragraphs, and the students who wrote them could also have detected them instantly if they had taken the trouble to re-read them. The best writers re-read and revise their work with painstaking care, and they are their own severest critics. But high school students, and let us admit it, many teachers, are serenely satisfied with their first impetuous efforts, and do not realize the need for looking back at their work in anything but a complacent manner. These five paragraphs were written by five different students. They have glaring faults of style that are apparent to even an average junior high school child. The writers of these

paragraphs made an average of 47 percent on their essay. Do you think the sub-examiners were unduly severe, in their judgment of these efforts, in giving a final mark just below passing grade? These paragraphs are relatively free from mechanical errors. I think they are colorless, grossly careless in conception and execution, inexcusably commonplace, in short an insult to the intelligence of the reader.

Try these on your Grade Nine Class

1. However there are many other fields of work which one may pursue without anyone getting anymore formal education. Are these jobs going to be lasting jobs or ones in which after one has worked for a short time one will be out of a job? Some jobs are different though and one may pursue the job and after a few years have a job of your own to operate.

2. Besides these there is teaching, business agriculture and many, many others to choose from. Wouldn't it be just everything we could ask for if everyone could choose the profferation that would give him everything he asks for.

3. Such a year will never be forgotten by these graduates, for to them it will have been the turning point of their lives. From school boys who have always been looked after by their parents and teachers, they will have become men who will have to work for a living, and sometimes have to carry great responsibilities. Many will have the great task of raising a family and working so that they have bread every day. As a father or mother they will have an immense responsibility over their children to see that they have the proper education and proper care.

4. I am a girl about to graduate and in order to do this I have to write an essay on the world of 1950. According to the definition of an essay which I learned during the past year, it must bring out the authors own characteristics and opinions therefore I shall proceed (if I have time) to write an essay on what I think of the world of 1950. N.B. Her time ran out about the middle of her third paragraph.

5. Ophelia feels that Hamlet has lost all feeling for her and feels almost destitute as he feels scornful of all her actions. The climax for her comes when he becomes angry and accidentally slays her father then is sent to London to become slaughtered. The weak side of her character comes into action and she becomes completely insane.

Dr. H. E. Smith, Dean of the Faculty of Education, speaking in Calgary, recently about the English facility of prospective members of the teaching profession said, "Many write very, very competently, even brilliantly." In my next article I propose to illustrate for you some very competent grade XII writing and I will quote at least one brilliant essay written by a grade XII student on the final paper in June, 1950.

Salary Schedule

1950-51

Proposed by the Western Conference of Teachers' Associations,
November, 1950

Approved by the Executive of the Alberta Teachers'
Association, December, 1950

The Executive recommends that local negotiating committees use the following schedule as a basis for negotiating new salary agreements:

Single Salary Schedule:

- | 1. | Min. | Max. |
|------------------------|---------|---------|
| 1 year's training..... | \$1,800 | \$3,000 |
| 2 years' training..... | 2,100 | 3,500 |
| 3 years' training..... | 2,400 | 4,000 |
| 4 years' training..... | 2,700 | 4,500 |
| 5 years' training..... | 3,000 | 5,000 |
2. Partial Allowances: \$60 per university course.
 3. Annual Increments: At least \$150 per year.
 4. Allowances for previous experience:
 - (i) Full credit for each year of teaching.
 - (ii) Full credit for each year of war or auxiliary service.
 5. Allowance for Administration and Supervision:
 - (a) Principal: Elementary rooms, \$100 per room up to 12 rooms.
Intermediate and High School rooms, \$125 per room up to 12 rooms.
Note: Over 12 rooms, allowance per room on graduated scale.
 - (b) Vice-principal: One-half of the allowance for principals.
 6. Allowances for extra-curricular activities:
A stipulated amount for each unit of work in connection with extra-curricular activities.

Positional Salary Schedule:

The positional schedule proposed by the negotiating committee should be comparable to the single salary schedule. The minimum and maximum for one year of training in the single salary schedule and for one year of training in the elementary school in the positional salary schedule should be identical—\$1,800 to \$3,000. Four years of training in the single salary schedule and four years of training and teaching in a high school position under a positional salary schedule should be identical \$2,700 to \$4,500. Sections 3, 4, 5, and 6 apply to both schedules.

School Fires and Safety Measures

WILLIAM H. MORRIS
US Office of Education
Washington, D.C.

Basic principles of fire-exit drills—No building is completely fire-proof; no group of children is panic-proof; no fire drill is completely fool-proof.

Safety should not give way to speed. There is no substitute for drill. Uncontrolled drill becomes a stampede; therefore, control of drill must be absolute. Because both school officials and personnel change, the drill should be carefully planned and documented. Full participation should be required of all employees.

The supervising school official should discuss drill procedures at the beginning of the year with teachers and employees. Teachers should post drill notices and discuss drills with pupils before and after they are held. The principal, however, should be responsible for planning and executing drills.

Developing the plan—All possible contingencies should be planned for. The plan must be tailored to fit the building, but must have flexibility. There should be similarity in plans for different buildings in the same district so that transferring students will not be confused. Plans should be discussed with fire-department officials.

If exit facilities were not originally made for safest exit procedures under present conditions of building use, officials may request essential changes. In the exit plan, younger children should have the first-out

A few Alberta schools have been destroyed by fire. To date, there has been no loss of life due to fire drills and quick action of the teachers and the orderly conduct of pupils in evacuating the school. Two have been burned down quite recently, Conquerville and Camrose, while classes were in session.

privileges. Alternate routes should be planned in case assigned routes are blocked. Also, it should be decided whether lines reverse or circle in that case.

Monitors may be selected to lead lines, hold open doors, and to search for stragglers. Teachers or pupils should shut off motors and equipment that might create fire hazards.

Fire-alarm systems — Mechanical systems are often preferred for small buildings; electrical systems for larger ones. The latter, however, are adaptable to any size building. Separate circuits should be provided for systems using power. Sounding alarms should be single repeated strokes of the gong. Flashing lights should warn pupils with defective hearing.

All schools in a system should use similar signals. The principal or assistant should operate the alarm, but all employees should be instructed in its use.

Duties of custodians and other employees—The custodian should keep all exit lanes free of obstructions. He should regularly inspect rails, exit lights, alarms, and doors. He should report in writing, keeping a copy for himself, defects in alarm systems or

exit facilities that he cannot repair. When the alarm sounds, he should shut off motors in his area.

The drill—Local conditions should determine drill frequency. Probably fewer drills will be needed for older pupils. They should be held until perfection is reached; they should continue in order to maintain perfection. They should be held at various times during the day and the style should be varied to stimulate fire conditions. Except for the first of the school year, they should be unexpected.

Gatherings in auditoriums and gymnasiums present special safety problems. It is recommended that certain teachers be designated to be present at such gatherings and that officials' cooperation may be necessary they be trained for appropriate procedures.

Obtaining fire-department of- in enforcing safety regulations. Standing or sitting in the aisles or around exit doors should be forbidden. Drills should be held occasion-

ally while an assembly is in session. Teachers should understand that teacher panic breeds pupil panic.

If plans for alarm system and exit facilities have been put into effect, the drill may be reduced to a minimum number of steps.

If outside fire escapes are to be used in an emergency, they should be used in drills. If they are thought unsafe, that should not be an excuse for not holding drills by the stairs until the escapes are made safe.

Putting out fires — It is recommended that a blanket be hung near hazardous spots like laboratories for use in wrapping around a pupil whose clothing catches fire. A flood shower may be used in the lab for the same purpose.

It is not necessarily wise for all persons to abandon a building and leave a small fire that might spread before firemen arrive. Some schools organize firefighting squads and teach them use of extinguishing devices.

—Abridged from *School Life*, December, 1948.



Fire levelled the Camrose Public School on December 8. Two hundred young children were evacuated from the burning school under the direction of the teachers and without panic, proving the usefulness of regular fire drills.

—Picture by Sanders Photos, Camrose.

Proposed County Setup Opposed at Vulcan Meet

In spite of the opposition to The County Act voiced at this meeting, and in spite of the understanding referred to in this statement, that there would be another meeting before there was any further action taken in regard to the establishment of the county system, the unit has been organized and without any further reference to the people in the district through general meeting or plebiscite.

STRONG opposition to the formation of the proposed Vulcan County and a request that the scheme be shelved for a year, was voiced at a meeting held in the IOOF hall, Vulcan on Tuesday, November 28, when representatives of the municipalities and school divisions affected, met with J. W. Judge, deputy minister of municipal affairs, and W. H. Swift, deputy minister of education.

The meeting was called to establish the boundaries of the proposed new county, the formation of which was asked by the council of the Municipal District of Vulcan under the provisions of *The County Act* passed last April by the provincial government.

The proposed boundaries of the county were given by D. D. McQueen, secretary of the M.D. of Vulcan, touching off a storm of controversy and objections that resulted in postponement of the original objective of the meeting and the intimation by the government that another consultation with the minister of municipal affairs would be held before any further action is taken in setting up the Vulcan County.

Boundaries of the proposed county are, roughly, west to the little Bow, east to one mile east of Lomond, north to the Bow River and south to six miles south of Carmangay. It was explained that this would provide an

area large enough to give a workable assessment and revenue for county purposes and for the schools and hospitals within the boundaries, and including that area of which Vulcan is the natural centre. The Little Bow hospital district would be included, it was stated.

Particularly strong opposition came from the five school divisions which would be affected by the formation of such a county, those of Taber, Macleod, Foothills, Lethbridge, and Bow Valley. The main objections voiced by representatives of these divisions were that the divisions were now of proper size and operating satisfactorily and that inclusion of part of each division would reduce area and revenue to such an extent that satisfactory operation would be jeopardized.

Barons and Argyle municipal districts, which would lose some of their area to the proposed county, were concerned about how it would affect them if counties were eventually formed in their areas. Opposition to the resulting reductions in their assessment and revenue were also voiced.

The proposed county would do away entirely with the Blackie municipality, with that part not getting in the Vulcan county being absorbed by Highwood M.D. Blackie councillors were strong in their objections.

The general tone of the meeting was that ratepayers in the area to be included in the proposed county should be given the opportunity of voting on the scheme before it is put into effect, rather than four years after it has been in operation.

J. Rhodes of Vulcan was chairman of the meeting and R. Madill of Barons acted as secretary.

Mathematics Teaching on the March

JOHN C. CHARYK

Principal, Chinook School

PART IV

Activated Learning in Mathematics

IF teachers took the vow to teach no mathematical idea, process, or skill unless they could make it sensible to the children, they would have to modify their classroom practices. The use of visual and other sensory aids would in all probability be doubled or trebled, for it is through such aids that many mathematical meanings and relationships are most readily presented. In comparison with aids in some of the other subjects of our curriculum there is a bleak paucity of illustrative devices in mathematics lessons. Children learn through other avenues than their eyes and ears—for example, through their hands—hence the educative process gains considerably through the use of multiple and simultaneous impacts upon the mind of the learner. Mathematics learning must be something more than seeing and hearing, it must be a means of doing things in the classroom as well as later on in the workaday world. Instinctively children exhibit a desire to handle everything they see, which actually is a manifestation of learning actively rather than passively. This natural spontaneity should be encouraged rather than thwarted in our classrooms. Place something concrete in the hands of a child and the learning situation takes on a new hue wrought with potential power for establishing satisfying and useful thought patterns. Research engineers are vying with each other in order to produce the most potent form of an activated

ingredient for washing powders or dentifrices, while in an analogous manner the research workers in the field of education are recommending a more activated learning process. Tennyson realized the importance of activity as a mode of learning when he composed the following lines,

“How dull it is to pause, to make
an end,

To rust unburnished, not to shine
in use.”

The highest level of achievement in any phase of educational activity appears to be the ability to manipulate with facility and with understanding the relationships at the purely abstract level. Consequently, the conscientious teacher will introduce a variety of concrete experiences and illustrations in his or her lessons in order to lead the students to this higher stratum of functionality. Whatever the child learns must come to him through the avenues of his eyes, his ears, his touch and other sense organs. The handicap of the loss of any sense to the development of intelligence can be seen in the child born blind, or in one who is deaf from birth. A child must then have a gradually expanding but constantly challenging opportunity for experiences from which he can feed his mind. In general, the broader the base of concrete experiences the more stable and the more extensive will be the student's power to manipulate relationships at the purely abstract level. The mentally sluggish student will require the assistance of numerous concrete experiences before he will develop the power to operate mathematical re-

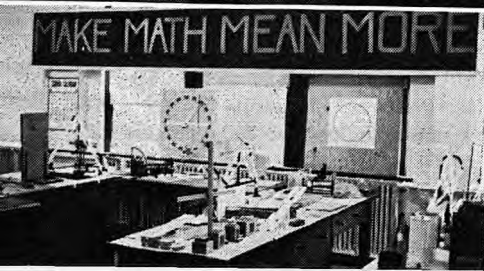
relationships in the abstract stratosphere, while the mentally gifted scholar is able to soar aloft with a minimum of concrete manifestations in the teaching process.

There are pupils in our schools who persist in confusing the mathematical concepts of length and area. They state in all their childish sincerity that the length of a sidewalk is 27 square feet, or that the area of the floor is 300 feet, or that there are twelve square inches in a square foot. However, the meaning of area may be clarified in the first instance by having the students divide a rectangular sheet of cardboard into squares, cut out the squares, and then count them. These operations should be performed as many times as individual differences dictate with the use of various shapes, of cardboard throughout the lesson. Another method is to cover the surface

area of common objects in the classroom, as book covers, desk surfaces, or window sills by means of cardboard squares, and then count these squares. If a square foot is drawn on the floor and filled in with square-inch pieces, the children will know from experience what the relationship is between the square inch and the square foot. This type of concrete background established through the use of visual and manual aids will tend to clarify the meaning and aid retention. The danger in the use of this mode of teaching rests in the use of multi-sensory aids that are too complicated to be understood by the children hence doubly confusing the issue, or in which too much emphasis is placed on the aid itself to the neglect and detriment of the mathematics concerned. A good criteria to follow in this regard is to use the concrete technique of teaching in situations where it is more effective than any other method, which teachers will discover will be quite often.

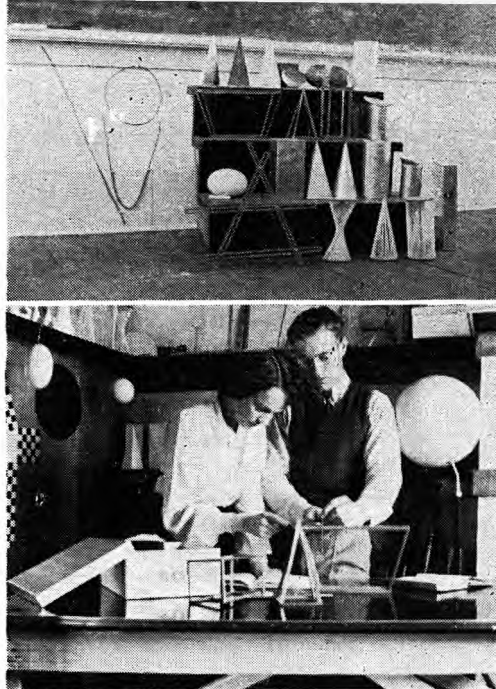
It is true that many mathematics classrooms contain little more than a few geometric models, a blackboard compass or protractor, a yardstick or two, and probably a squared blackboard, but even these can be helpful. Direct and coordinate the respective abilities of the individual members of the mathematics classes towards designing and constructing useful home-made instruments, and you will discover that individual and class dictates will be satisfied as the year's work progresses. The mathematical displays at the last three University of Alberta Summer Sessions are examples of the type of work that can be done in constructing functional and original classroom aids by interested teachers. The Eighteenth Yearbook of the National Council of Teachers of Mathematics entitled, *Multisensory Aids in the Teaching of Mathematics* is a suitable reference book for the description of numerous

Two views of the display of some two hundred mathematics teaching aids constructed by student-teachers of the Education 460 Mathematics Class, University of Alberta Summer Session 1950.



teaching aids. Teachers who have used this text claim that it is a source of great help and inspiration in their work. Recently, the manufacture of scientific equipment has entered the field of mathematical aids, and as a result many mechanical teaching devices are available on the market today. The following instruments selected at random from various sources probably would be of current interest to teachers of mathematics, viz., Flash Cards on A Wheel, Parts-Imparter, Multi-Model Geometric Construction Set, Moto-Math Set, Math-O-Felt, Imout (fractions), Circle Device, Dynamic Geometry Set, One Inch Cube Set. When the students appear to have more than average difficulties with a new concept or are continually repeating the old mathematical refrain of "I can't see that," then is the time to introduce a suitable multi-sensory device, and enable the pupils to learn by doing.

The human body and mind are so constituted as to respond more effectively to objects in motion than to those at rest, accordingly it is sound pedagogy to construct appropriately colored operational devices rather than static models. Take by way of example the manufacture of the various standard geometric figures. *Split models* enable the students to dissect the cone or whatever figure it happens to be, and to see and to study the component parts inside. The *frame model* permits the students to build the required figures of wire or of knitting needles within the confines of this skeleton structure. *Volume* models made of tin will facilitate the understanding of the various volume formulas because the child will discover the relationship by actually filling the dectangular container, the pyramid, the cylinder, the cone or the hollow sphere with sand and compare the various amounts according to his own way of thinking. A *string model*



Top: Typical models that may serve useful purposes in the mathematics lesson. Reading from top to bottom, the examples include: split models, frame models, solid models, volume models, capacity models, flexible wire models (fastened at the side). Bottom: Two students are using the frame model of a "hopper" in which to construct temporary triangles of knitting needles in order to calculate the length of the slant edge.

of a cone intersected by a parallel beam of light may be used to project into reality the many manifestations of the conic actions. *Flexible wire* models of such figures as the straight line, the circle, and the parabola may be used in blackboard work to relate the changes in the abstract equation and the corresponding changes in the concrete wire model. *Grooved metal linkages*, fastened together by means of set-screws, make it possible for the students to obtain an infinite variety of the same or different plane geometric figures, and to study at first hand the properties and the relationships of the figure or figures.



Official Bulletin, Department of Education

New Certificates

The new regulations governing certification of teachers became effective on July 3, 1950. The new certificates are named Standard E, Standard S, and Professional. Certificates issued under former regulations may, upon the teacher's application to the Minister, be exchanged for the new certificates as indicated in the following table:

Table of Certificate Ratings

Certificates named in O.C. No. 883-46 or in former Regulations	Equivalent Certificates
Senior Elementary and Intermediate School Certificate	Standard E
Junior Certificate for the High School	Standard S
High School Certificate	Professional
First Class Certificate	Standard E and Standard S (with teaching privileges extended to include Grade XII)
Academic Certificate	Professional
First Class Certificate with Bachelor's Degree	Professional

The Elementary and Intermediate School Certificate issued prior to 1946 is not exchangeable under the above table.

The new certificate is not issued automatically, but only upon the signed application of the teacher. It is advisable to give complete details in your first letter, especially name in full exactly as on the certificate you now hold.

Certificates from Other Provinces

Teachers from other provinces who have not yet obtained an Alberta certificate should communicate at once with the Department of Education, Edmonton, regarding the method of having their certificates evaluated for Alberta. A teacher cannot legally sign a teaching contract here until he has an Alberta certificate.

Guidance Certificates

Two certificates in Guidance, the Junior and the Senior, have been approved for issue under the following terms:

1. The Junior Certificate in Guidance
 - (a) Course requirements—
Ed. 172 or 176 or equivalent
Ed. 208 or 308 or 307-309 or equivalent
 - (b) Possession of a permanent teaching certificate.
2. The Senior Certificate in Guidance
 - (a) Course requirements—
Ed. 474 or 574 or equivalent
Ed. 508 or equivalent
Ed. 578 or equivalent
 - (b) Possession of the Junior Certificate in Guidance
 - (c) Two years of experience as counselor (or equivalent experience) approved by the Provincial Supervisor of Guidance on recommendation of a Superintendent of Schools.

(Continued on page 20)

Financial Statement

SUMMER SCHOOL STUDENTS' UNION
UNIVERSITY OF ALBERTA

STATEMENT OF REVENUE AND EXPENDITURE

For the Year Ended October 31, 1950

Statement "A"

Revenue—

Fees—building fund, see contra.....		\$3,300.00
—general		1,632.77
Evergreen and Gold, see contra		351.00
Ticket Sales—dances		324.50
—swimming		80.00
		<u>\$5,688.27</u>

Expenditure—

Athletics:

Badminton	\$ 35.81	
Bowling	42.91	
Fastball	112.42	
Swimming	100.00	
Table tennis	5.28	\$ 296.42

Entertainment:

Dances	\$ 495.69	
Teas	148.55	644.24

Students' Union Building Fund, see contra:

Loan repayment fund	\$1,650.00	
Building operating fund	1,650.00	3,300.00

Purchase of Evergreen and Gold, see contra

351.00

Administrative and sundry:

General expense	\$ 294.81	
Evergreen and Gold pages	220.00	
Honoraria	150.00	
Bulletin expense, net	90.00	
Students' housing service, net.....	73.38	
Administrative salaries	54.00	
Depreciation on equipment	48.31	930.50

5,522.16

Excess of Revenue over Expenditure

for the year

\$ 166.11

Balance Sheet as at October 31, 1950

Statement "B"

Assets

Current:

Cash on deposit with the University of Alberta..		\$ 784.80
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Fixed:

Office equipment	\$ 46.25	
Sports equipment	218.40	
	<u>\$ 264.65</u>	
Less reserve for depreciation	77.94	186.71
		<u>\$ 971.51</u>

Liabilities

Surplus:

Balance at at October 31, 1949	\$1,305.40	
Deduct: Donation to Students' Union		
Furniture Fund	500.00	
	<u>\$ 805.40</u>	
Add: Excess of receipts over disbursements		
for the 1950 session	166.11	\$ 971.51
		<u>\$ 971.51</u>

EDMONTON, Alberta, December 5, 1950.

I have examined the accounts of the Summer School Students' Union for the year ended October 31, 1950, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Summer School Students' Union as at October 31, 1950, according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the result of operations for the year ended at that date.

M. A. ROUSELL,
Chartered Accountant, Auditor.

Official Bulletin

(Continued from page 18)

School Broadcasts

Attention of the teachers is called to the fact that beginning January 8, 1951, Station CFCN, Calgary, will carry the morning school broadcasts from 11 to 11:15 a.m.

Conservation Pictures

A special series of pictures of various species of Canadian wildlife has been obtained in our National Parks and is now made available to schools throughout Canada. These are excellent portrayals of wild animals such as buffalo, moose, elk, deer, bear and beaver, as well as many birds, e.g. eagles, pelicans, geese, and ducks.

Enlargements of these (16x20 inches) suitably titled and framed will be shipped to any school organization for the sum of \$2.00 each, (which is only part of the total cost).

The growing importance of the subject of Conservation has brought about this opportunity to stimulate the interest of pupils in this subject

by means of these pictures, which have been found most suitable for decorating school hallways and classrooms.

A list of those available appears below; orders may be sent directly to: Editorial and Information Division, Department of Resources and Development, Ottawa.

Pelicans Pe-3, Bighorn Sheep S-34, Elk E-34; Beaver Felling Tree Be-94, Twin Moose Calves M-10, Geese Ge-10, Blue Goose covering its eggs Ge-7, Young Eagle Eg-2.

Bighorn Sheep S-33, Moose M-27, Twin Moose Calves M-13, Elk E-26, Elk E-18, Elk E-11, Deer in Velvet D-2, Black Bears Br-44.

Black Bears Br-14, Buffalo Bu-71, Young Deer D-32, Mallard Ducks Dk-14, Young Mule Deer D-33, Mallard Ducks Dk-8, Blue Heron He-1, Black Bear Br-4.

Rocky Mountain Sheep S-38, An Elk Bugling E-7, Monarch of the Plains (Buffalo) Bu-28, Monarch of the Forests (Moose) M-8, Great Horned Owl O-4, Bighorn Sheep S-42.

TRF SUPPLEMENT

Including

1. Teachers' Retirement Fund Act
2. By-law No. 1 of 1948
3. Questions and Answers

Prepared by

THE BOARD OF ADMINISTRATORS TEACHERS' RETIREMENT FUND

T. D. Baker,
Chairman.

R. D. Henderson,
Vice-Chairman

F. J. C. Seymour

Hon. Ivan Casey

Eric C. Ansley, Secretary-Treasurer
10330 - 104 St.,
Edmonton, Alberta

An Act to Establish a Teachers' Retirement Fund

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

Short Title

1. This Act may be cited as *The Teachers' Retirement Fund Act*.

Interpretation

2. In this Act, unless the context otherwise requires,—

(a) "Board of Administrators" or "the Board" means the Board of Administrators appointed and constituted under the provisions of this Act;

(b) "Fund" means the Teachers' Retirement Fund established under the provisions of this Act;

(bb) "Salary" means all compensation or consideration payable to a teacher for the discharge of his regular duties and in respect of his ordinary employment as a teacher by a board of trustees of a school district or of a school division, and without limiting the generality of the foregoing includes every bonus or other allowance applicable to his regular duties and ordinary employment whether payable by the board or by the Government, but does not include compensation or consideration payable to a teacher by a board of trustees for services not forming part of his regular duties and ordinary employment as a teacher such as night or extra instruction or supervision of extra curricular activities or other services of a like nature.

(c) "Teacher" means any person holding a valid certificate of qualification issued under the regulations of the Minister of Education of the Province of Alberta, who is employed,—

(i) by the board of trustees of a school district or a school division formed and constituted under *The School Act*, in the capacity of teacher in a school;

(ii) by the Lloydminster Public School District or the Lloydminster High School District in the capacity of teacher in a school;

(iii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*;

(iv) by the Alberta Teachers' Association or by the Board of the Teachers' Retirement Fund.

Application of the Act

3. This Act shall apply to all teachers actually employed in teaching in those school districts or school divisions receiving grants from the Province of Alberta and to any teacher acting as a full-time employee of the Alberta Teachers' Association or of the Board of the Teachers' Retirement Fund.

The Fund

4. (1) The Board is hereby authorized and empowered to establish a teachers' retirement fund to be derived from,—

- (a) gifts and legacies;
- (b) amounts contributed by or on behalf of teachers as herein-after provided;
- (c) interest or other income derived from the fund;
- (d) contributions from boards of trustees as hereinafter provided;
- (e) contributions from the Alberta Teachers' Association, or from the Board of the Teachers' Retirement Fund.

(2) A separate record of the payments into the fund made in respect to each teacher shall be kept by the Board of Administrators of the Fund.

5. (1) Every teacher shall contribute to the Fund an amount equal to four percent of his salary as a teacher until he has made contributions to the Fund for a total period not exceeding thirty-five years in the manner herein provided:

- (a) The board of trustees of each and every school district or school division in the Province of Alberta and of the Lloydminster Public School District and the Lloydminster High School District is hereby empowered to retain and shall retain from the salary of each and every teacher the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to the teacher, and all moneys so retained shall be deemed to have been paid on account of his salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained.

- (b) The Department of Education is hereby empowered to retain and shall retain, semi-annually

at the end of each school term, from the grants payable to each and every school district or school division under *The School Grants Act* in aid of schools organized and conducted under the provisions of *The School Act*, and from the grants payable to the Lloydminster Public School District and the Lloydminster High School District, an amount equal to the amount so required to be retained by the board of trustees from the salaries of all teachers of each school district or school division during each term, and to receive and pay over to the Board for the purposes of the Fund the moneys so retained or received, and all moneys so retained and paid over shall be deemed to have been paid over to and received by the board of trustees on account of the Legislative grant to the school district or school division for that term;

- (bb) Notwithstanding the provisions of paragraph (b) the Minister of Education may authorize in writing any board of trustees to pay the moneys retained pursuant to paragraph (a) directly to the Board of Administrators in which case,—

- (i) the board of trustees shall pay the said moneys to the Board of Administrators at such time as the Board of Administrators may appoint in writing;
- (ii) the provisions of paragraph (b) shall apply only with respect to any amounts which have been retained by a board of trustees and have not been paid over to the Board of Administrators;

(c) A substitute or temporary teacher as defined in *The School Act* shall not be required to contribute to the fund as hereinbefore provided except when employed for a total of ten days or more in any month.

(d) The Alberta Teachers' Association and the Board of The Teachers' Retirement Fund shall retain from the salary of each and every teacher employed by the Association or by the Board the percentage which such teacher is required to contribute to the Fund in accordance with this section, which percentage shall be deducted from each payment on account of salary made to the teacher and all moneys so retained shall be deemed to have been paid on account of his salary and shall be deemed to be a contribution to the Fund by the teacher from whom the percentage of salary has been retained, and the Association shall pay the moneys which it has retained to the Board of Administrators.

(2) Any teacher who leaves his employment as teacher for such reason as may in the sole discretion of the Board entitle him to continue his contributions may apply to the Board for permission to continue the same during his absence from his employment and the Board may, for such length of time and on such terms and conditions as it may by by-law prescribe, accept contributions by or on behalf of the teacher not exceeding in any year four percent of the annual salary by him immediately prior to leaving his employment.

(3) The Board shall give notice in writing to the Board of Trustees of each and every school district and

school division in the Province, and of the Lloydminster Public School District and the Lloydminster High School District, setting out the name of each teacher employed by that board of trustees who has made contributions to the Fund for a total period of thirty-five years, and shall send a copy of each such notice to the Department of Education.

6. For the purpose of assisting the Department in determining the amount which should be retained and paid over, the board of trustees of each school district or school division shall, semi-annually, with the returns for the school term which the board of trustees is by law required to furnish to the Department, furnish the Department with a complete and accurate record, certified to be such by the secretary-treasurer or other proper officer of the school district or school division, showing the name of each teacher employed by the board of trustees in that term, the amount of salary earned by each teacher together with such further information respecting any such salary as shall be required by the Department.

7. (1) The board of trustees of every school division and of every school district (not being within a school division), and of the Lloydminster Public School District and the Lloydminster High School District shall pay into the Fund at the end of each month an amount equal to one-half of one percent of the total amount of salary earned in that month by each of its teachers required to contribute to the Fund.

(2) In the event of the failure of any such board of trustees to pay any such amount as aforesaid, the Department of Education may retain semi-annually at the end of each school term from the grants payable to each such school district or division under *The School Grants Act* in aid of schools organized and conducted

under the provisions of *The School Act*, and pursuant to *The Border Areas Act* or *The Lloydminster Municipal Amalgamation Act* an amount equal to the amount which such board of trustees is then in default, and shall pay over to the Board for the purposes of the Fund the moneys so retained, and all moneys so retained and paid over shall be deemed to have been paid over to and received by such board of trustees on account of the Legislative grant to the school district or division for that term.

(3) Every such board of trustees shall make due provision for the payment required by it to be paid and shall make no deduction whatsoever from the salary of any of its teachers by reason of any such payment.

(4) The Alberta Teachers' Association and the Board of the Teachers' Retirement Fund shall pay into the Fund at the end of each month an amount equal to four percent of the total amount of the salary earned in that month by each of the teachers employed by the Association or by the Board who is required to contribute to the fund.

7a. (1) The Lieutenant Governor in Council may pay to the board of each school district or school division an amount not exceeding three and one-half percent of the total amount of the salaries of its teachers on whose behalf the Board makes contributions to the Fund.

(2) Any amount paid by the Lieutenant Governor in Council to the board of a school district or school division pursuant to subsection (1) shall be remitted by the board of the school district or school division to the Board of Administrators for deposit in the Fund.

Board of Administrators

8. (1) There shall be a Board of Administrators consisting of four members, of whom three shall form a

quorum for the transaction of business, who shall manage, control and administer the said Fund and shall be a body politic and corporate with all the powers and immunities provided by the law for such bodies.

(2) Two of the members of the Board shall be appointed by the Lieutenant Governor in Council in such manner and for such term or terms and at such times as he may determine.

(3) The two other members of the Board shall be teachers and shall be appointed by the Lieutenant Governor in Council, one of whom shall serve until the thirtieth day of June, 1943, and the other of whom shall serve until the thirtieth day of June, 1945, and their successors from time to time appointed shall serve for a term of four years each from the dates at which their respective appointments take effect. The two members so appointed under this subsection shall be nominated by the Executive Council of The Alberta Teachers' Association at least one month before the date on which they shall enter upon their duties as members of the Board of Administrators.

(4) If any member of the Board shall vacate his office or should the office for any reason become vacant, the Lieutenant Governor in Council shall appoint a successor to serve for the unexpired term.

Powers of the Board

9. (1) The Board of Administrators is hereby empowered,—

- (a) to manage, control, invest and administer the Fund and its distribution and to act as and be the trustees thereof;
- (b) to receive moneys therefor whether by way of contribution, gift, grant, legacy or otherwise;
- (c) to appoint, employ, remove and discharge such officers or employees as it may deem

necessary for the exercise of its powers;

- (d) to determine who shall be entitled to participate in the Fund and the amount each participant shall receive, and the manner and times of such receiving;
- (e) to refund and pay to any teacher who has contributed to the Fund, or to his estate, widow, or widower, or to his next-of-kin who are members of his immediate family, such sum or sums as it may determine, or to decline to so refund any moneys contributed by any teacher and to regulate the payment out of all moneys belonging to the Fund;
- (f) to enter into any engagement or agreement from time to time to bring about or to facilitate the transferring of any benefit to which any teacher is or may be entitled to in the Fund to any other similar Fund and the transferring to the Fund of the benefits to which any person may be similarly entitled in any other similar Fund; and
- (g) to do all acts and make all such provisions and regulations as shall appear proper and necessary touching the well ordering of all the affairs and business of the Fund and for such purpose or any of them from time to time to pass by-laws and to amend, repeal, add to or re-enact all or any of such by-laws, and such by-laws as long as they shall be in force shall have the same force and effect as if part of the Act and be binding upon all persons to whom they apply:

Provided always that all moneys to be invested by the Board here-

under shall be invested in such bonds, debentures or other securities as trustees are authorized by law to invest money in.

(2) All such regulations so made, and all by-laws so enacted or passed, shall however, before having any force or effect, be approved by the Lieutenant Governor in Council and be published once in *The Alberta Gazette*.

(3) On or before the thirty-first day of March of each year the Board shall furnish to the Department of Education an audited statement showing the standing of the Fund as at the thirty-first day of December preceding and containing such other information as the Lieutenant Governor in Council may from time to time require.

(4) Without limiting the powers of the Board as otherwise provided in this Act, the Board is hereby authorized to include in its by-laws provisions to the effect that a differentiation may be made in the amounts of the pensions, which shall be granted to teachers after the passing of this Act, according as their service is of a contributory or a non-contributory nature.

9a. The Board, with the approval of the Lieutenant Governor in Council, may enter into a contract with the Administrator constituted pursuant to *The Retirement Pension Act* whereby the Administrator may perform on behalf of the Board any of the functions which he is authorized to perform pursuant to the provisions of the said Act, and in addition to any powers which the Administrator may have under *The Retirement Pension Act* he may exercise on behalf of the Board such of its powers as may be transferred to the Administrator by the contract.

10. Any person required by this Act, or by the regulations or by-laws made hereunder, to furnish any information or make any return or

statement in writing to the Department of Education or the Board of Administrators, or to perform any act or duty, who refuses or neglects to furnish such information or make such return or statement or perform such act or duty, shall be guilty of an offence and liable on summary conviction to a penalty not exceeding fifty dollars, which shall be remitted to the Board and credited to the Fund.

11. Every person who became entitled to receive a pension from the Fund under this Act and the regulations and by-laws of the Board on or before the first day of April, 1948, shall also be entitled to receive an equal sum out of moneys appropriated by the Legislature for that purpose, and when paying the amount to which such person became so entitled under the said regulations or by-laws, the Board shall also advance and pay such equal sum and the Provincial Treasurer shall, at the end of each month, pay over to the Board out of moneys so appropriated all sums which the Board has so advanced and paid during that month.

12. The members of the Board of Administrators shall serve without remuneration, but shall be entitled to receive and shall be paid all necessary and actual expenses including travelling expenses incurred in and about the performance of their duties as such members.

13. All costs and expenses incurred in carrying out the objects of this Act shall be borne and paid out of the Fund.

14. Neither the right of any teacher to receive a payment out of the Fund nor any moneys payable to the teacher under this Act or as advances by way of gratuity, whether made in periodic payments or otherwise, shall be capable of being assigned, charged or anticipated or given as security, nor shall the same be liable to be seized, attached or levied upon by or under the process of any court, and such rights and moneys shall be exempt from the operation of any law relating to bankruptcy or insolvency, and the Board may in its discretion refuse to recognize any power of attorney granted by a teacher with reference to any such payment.

By-Law No. 1 of 1948 As Amended

A by-law relating to the administration of the Fund constituted under The Teachers' Retirement Fund Act, 1939, and amendments thereto.

PART I.

DEFINITIONS

1. "Act" means "The Teachers' Retirement Fund Act" and amending Acts.

2. "Teacher," "Board of Administrators," "Board," "Fund," and "Salary" shall bear the same definitions thereof as in the Act.

3. (a) "Year" means all of the days in a period of twelve consecutive months computed from the first

day of September on which the school wherein the teacher is then teaching is in fact open.

(b) In computing service under this By-law:

- i. The teacher shall, in addition to actual teaching time, be deemed to have taught upon all days in such year comprised in the enumeration of Section 173 (4) of *The School Act*, insofar as the school was not open on those days.
- ii. The teacher shall be entitled to

have taken into account a part or parts of any such year and to have such part or parts added to a part or parts of any other such year until the aggregate amounts to a full year; and each such part shall be calculated by proportioning the number of days in the period on which the teacher has taught (including those on which he is deemed to have taught) to the number of days in that year on which the school is in fact open.

PART II. PENSIONABLE SERVICE

4. (a) "Pensionable Service" means the years after he has attained the age of thirty and before he has attained the age of sixty-five in which a teacher has contributed to the fund in accordance with the Act or this By-law with respect to salary earned while in fact engaged in teaching, and, where he was employed as a teacher on the thirty-first day of March, A.D. 1939, shall mean also the years after he has attained the age of thirty and before he has attained the age of sixty-five in which he was in fact engaged in teaching in Alberta prior to that date.

(b) "Pensionable Service," for the purpose only of computing a normal pension under Sections 11 and 14 (h), means also one-half of the years before the teacher has attained the age of thirty in which he has contributed to the Fund in accordance with the Act or this By-law with respect to salary earned while in fact engaged in teaching, and also one-half of the years before he has attained the age of thirty in which he was in fact engaged in teaching in Alberta prior to the coming into force of the Act.

5. (a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof during which he was absent from the teaching service while serving in the Canadian or Allied Forces

during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three percent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half percent per annum, computed from the time or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the Fund, and thereupon such years or parts thereof after attaining the age of thirty for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that for the purpose only of computing a normal pension under Sections 11 and 14 (h), such years or parts thereof prior to attaining the age of thirty shall also be taken into account in the same manner and to the same extent.

(b) Pensionable service means also, in the case of a teacher who was employed as such in Alberta immediately prior to his enlistment in the Canadian or Allied Forces in the First World War, his years of service after attaining the age of thirty during such War and the period thereafter necessarily required to obtain his discharge.

(c) Payment into the Fund under this Section shall be on written application to the Board made before the first day of July, A.D. 1952 and shall be in a lump sum or on such terms as the Board may in its discretion direct.

6. A teacher who has retired from teaching service before becoming entitled to a pension

(a) without applying for a refund of his contributions under Section 13, or

(b) who has been granted a pension under Section 11 by reason of disability

may upon becoming re-employed as a teacher apply to the Board for reinstatement in the Fund and the Board may according to its judgment of the merits of the case direct reinstatement, and thereupon the teacher's pensionable service prior to retirement shall be taken into account; but in no other case shall pensionable service before such retirement be taken into account.

7. Notwithstanding anything herein contained to the contrary, where a teacher

(a) having no pensionable service prior to 1939, first commences contributions to the Fund under the provisions of the Act after attaining the age of fifty, or

(b) having been refunded his contributions, does not re-commence contributing to the Fund until after attaining the age of fifty

no service shall count as pensionable service but all contributions made by him to the Fund shall be repaid to him with such interest as has been credited to his account pursuant to Section 20, upon his application made to the Board within the period of six calendar years following the date of his retirement from teaching service.

PART III. PENSIONS, INSURANCE AND REFUNDS

8. A normal pension in the case of males, shall be an annual amount equal to one and one-half percent of the average annual salary paid to the teacher for the five consecutive years of his pensionable service during which his salary was the highest multiplied by the total number of years of his pensionable service com-

puted to the nearest complete month thereof, or by thirty-five, whichever number is less and shall be payable for his life and in any event for five years certain; and in the case of females shall be the actuarial value equivalent of the normal pension for males.

9. (a) Any teacher who retires from teaching service

i. in the year 1948 upon or after attaining the age of sixty-five years subject to the provisions of Section 26.

ii. in the year 1949 upon or after attaining the age of sixty-four years

iii. in the year 1950 upon or after attaining the age of sixty-three years

iv. in the year 1951 upon or after attaining the age of sixty-two years

v. in the year 1952 upon or after attaining the age of sixty-one years

and thereafter upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.

(b) A teacher who retires from teaching service in his sixty-fifth year may, upon attaining the age of sixty-five years, be granted a normal pension as herein provided.

(c) A normal pension granted to an applicant who is less than sixty-five years of age shall be the actuarial equivalent at his age of the normal pension which would have been payable to him were his age then sixty-five, as determined by the actuarial tables approved for this purpose by the Board.

(d) Such teacher may elect to take payment of his pension in any of the following alternatives which shall in each case be of an actuarial value equivalent to his normal pension:

- i. a pension payable for the life of the teacher and ceasing at his death, or
- ii. a pension payable for the life of the teacher or a term of years certain whichever is the longer, or
- iii. a pension payable during the joint lives of the teacher and a nominee designated by him which after the death of either shall continue to be paid in the same amount or in an amount of two-thirds or one-half thereof to the survivor for his life.

(e) Forthwith upon receipt of his application the Board shall notify the teacher in writing as to the normal and alternative methods of payment of the pension and the applicant shall make his election within thirty days thereof. In default of election the applicant shall be paid a normal pension.

(f) When a pension is granted, and whether or not any alternative method of payment thereof is elected, it shall commence on the first day of September in the calendar year of the teacher's retirement from teaching service or after the teacher's qualifying birthday on the first day of the month next following the receipt by the Board of his application, whichever is the later, and shall accrue and be paid monthly in equal installments on the last day of each month.

10. Any teacher, on and after September 1, 1953, who has completed not less than twenty years of pensionable service and who retires from such service upon or after attaining the age of fifty-five years may in the discretion of the Board be granted a pension out of the Fund in an amount equal to the actuarial equivalent at his actual age of the normal pension which would have been payable to him were he then sixty-five, as determined by the actuarial tables approved for this purpose by the Board; and the provisions of Section

9 (f) shall apply to the payment of such pension. Provided, however, that no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund.

11. (a) Any teacher who has completed not less than ten years teaching service and who retires from such service by reason of mental or physical disability or other cause incapacitating him from gainful employment, may in the discretion of the Board be granted a pension out of the Fund in such an amount not exceeding a normal pension and payable for such period as the Board may in its sole discretion determine; but no such pension shall be granted except on application of the teacher made within two calendar years of the date of the teacher's last contribution to the Fund. In the event the applicant was a patient under the Mental Diseases Act following his retirement from teaching service the time during which he was a patient shall be excluded in computing the time within which his application is to be made.

(b) Upon the grant of such pension the Board shall if it is satisfied that the disability or other incapacitating cause is permanent, by notice in writing to the teacher grant to him an election to take payment of the pension in any of the alternatives permitted by section 9 (d) the provisions of which shall thereupon become applicable mutatis mutandis; but the exercise of such election shall not subsequently or in any way limit or affect the power of the Board to vary the amount of or terminate the pension at any time or from time to time nor vest in the teacher any claim to pension beyond the amounts actually received. Provided nevertheless that no nominee shall be designated under section 9 (d) iii other than a person dependent for support upon the teacher.

(c) The Board may at any time

and from time to time require such teacher to attend and to submit to an examination by a duly qualified physician or surgeon nominated by it; and may require the teacher to pay the expense thereof.

12. No person receiving a pension under this By-law who is re-employed for any period or periods as a teacher shall be paid his pension or any part thereof during any such period or periods except when the pension exceeds his salary in which case he shall receive the amount of that excess.

13 (a) Subject to the provisions of Section 7, when a teacher is not granted a pension under this By-law upon his retirement from teaching service the amount standing to his credit in the Fund, excluding the interest credited on his contributions in cases other than those provided in (vii) hereunder, shall be paid to him in whole or in part upon his application therefor to the Board prior to his attaining the age of sixty-five, or shall be paid to his legal personal representative in whole or in part if he dies before attaining the age of sixty-five, according to the following table:

- i. upon completing two years or more of teaching service, ten per centum.
- ii. upon completing three years or more of teaching service, twenty per centum.
- iii. upon completing four years or more of teaching service, forty per centum.
- iv. upon completing five years or more of teaching service, sixty per centum.
- v. upon completing six years or more of teaching service, eighty per centum.
- vi. upon completing seven years or more of teaching service, the whole.
- vii. upon completing ten years or more of teaching service, the whole together with such inter-

est thereon as has been credited to his account pursuant to Section 20.

(b) For the purpose of this section only teaching service shall be:

- i. The period computed in accordance with section 3 (b) for which the teacher has contributed to the Fund under the provisions of the Act; and
- ii. the period of uninterrupted teaching service, if any, prior to September, 1939, if the teacher was in fact engaged in teaching in the preceding term.

(c) When such retirement follows upon reinstatement in the Fund under Section 6, then the amount payable under this Section shall be reduced by the aggregate of pension payments made to the teacher under Section 11.

14 (a) If a teacher dies while under engagement as a teacher and

- i. Such engagement was not of a casual nature; and
- ii. He commenced contributing to the Fund before attaining the age of fifty years; and
- iii. Written application is made therefor to the Board within six years of the date of his death, the Board shall pay to the beneficiary designated by him or in default of such designation to his widow or to his estate as the Board may in its sole discretion determine, a sum not less than \$200.00 nor more than \$1,500.00 to be computed in other respects at the rate of \$100.00 for each year of teaching service for which the teacher has contributed to the Fund under the provisions of the Act, and also the amount, if any, standing to the credit of his account in the Fund.

(b) The teacher may designate his beneficiary by duly executed Will or by notice in writing signed by him and one witness and filed with the Secretary of the Board prior to his death, and may change his beneficiary from time to time by the same

means.

(c) Any such designation shall be null and void by reason of his subsequent marriage or the predecease of the designated beneficiary.

(d) Any notice of change of beneficiary executed and lodged with the Secretary of the Board as aforesaid shall operate as a revocation of all instruments of designation executed in point of time before the notice of change.

(e) The Board may require Probate of any Will before acting on any such designation therein contained.

(f) The amount payable under this Article may be paid in a lump sum or in such installments as the Board may direct.

(g) If the deceased teacher's designated beneficiary is his widow or his dependent child or children under the age of eighteen years, such beneficiary shall also be entitled to receive from the Fund a further sum equal to the amount by which the amount to the credit of the teacher's account in the Fund exceeds fifteen hundred dollars.

(h) Provided nevertheless that if the teacher's age at the date of his death exceeds:

- i. Fifty-four years and such death occurs in 1950
- ii. Fifty-three years and such death occurs in 1951
- iii. Fifty-two years and such death occurs in 1952
- iv. Fifty-one years and such death occurs in 1953
- v. Fifty years and such death occurs after 1953

and he leaves a widow him surviving, the sums provided in (a) and (g) shall not be paid but there shall be paid to the widow in lieu thereof a pension of the same amount as if the teacher had immediately before his death been granted a pension payable during the joint lives of the teacher and his wife which after his death shall continue to be paid in the

same amount to the survivor for her life in accordance with Section 9 (d) iii.

15. Upon a teacher retiring from teaching service to take service with the Government of the Province of Alberta under the Department of Education then notwithstanding the provisions of Section 13 the Board, in lieu of refunding his contributions, with the consent of the teacher may enter into a Reciprocal Agreement in respect thereof with the Pension Board under *The Public Service Pensions Act* if such Board is then thereunto authorized, or may make such other disposition thereof as to it may seem meet in the circumstances.

PART IV.

DUTIES OF TEACHERS AND SCHOOL BOARDS

16. (a) Every teacher shall upon becoming a contributor to the Fund deliver to the Secretary of the Board an official Certificate of the date of his birth, or in case such a Certificate is not procurable shall deliver a Statutory Declaration or such other proof of age as may be required by the Board.

(b) In any case where the Board is satisfied after making due inquiry that a teacher who has not delivered an official Birth Certificate has made any wilful mis-statement in regard to his age, the Board may in its discretion reduce the pension payable to such teacher or may direct the repayment to him of such portion of the amount at his credit in the Fund as it may specify, and upon such payment being made to the teacher his right to any benefit under this By-law shall cease or be adjusted accordingly.

17. The Board may from time to time require any teacher to furnish such information as the Board may deem necessary for the proper administration of the Fund and of this By-law respecting his professional

qualifications, teaching service, salary and other matters.

18. Every pensioner shall keep the Board informed at all times of his proper address and shall report to the Board in person or by suitable credentials twice each year and at such other times as the Board may reasonably require.

19. The Board may from time to time require any Board of Trustees of any school district or school division to furnish in the form prescribed by the Board such information as it may deem necessary for the purposes of the administration of the Fund and of this By-law, including the date of commencement or termination of engagement of any teacher employed by them, the salary from time to time paid him, the moneys retained from such teacher's salary as contributions to the Fund, the death of any teacher under engagement, and other matters.

PART V.

GENERAL

20. Interest at the rate of three per centum per annum or at such other rate as the Board may by resolution fix from time to time, shall be credited by the Board to each teacher's account on the last day of June and December in each year, computed on the amount to the credit of each account on the next preceding first day of January and of July respectively, and in respect of every account such interest shall continue to be so credited until the date of the teacher's resignation from teaching service.

21. If any question arises as to whether any person is a teacher within the meaning of the Act or this

By-law, or as to the amount of salary of a teacher or as to the extent of his pensionable service or as to the amount of any pension or other benefits payable under this Act, the Board shall determine the same and its decision shall be final.

22. The Board shall cause an actuarial survey to be made of the Fund once in every five years computed from the first day of April, A.D.

23. Nothing in this By-law shall confer upon any person any right to demand or enforce the payment of any pension or the repayment of any amount contributed to the Fund or the payment of any interest thereon.

24. The Board may at any time review and assess the adequacy of any pension granted out of the Fund prior to the first day of April, A.D. 1948, and report its findings and recommendations in regard thereto to the Lieutenant Governor in Council.

25. The Board may at the end of five years close out the separate record of payments into the Fund made in respect of any teacher whenever such record is no longer required for the due administration of the Fund or of this By-law.

26. This By-law shall be deemed to have been in force on and after the first day of April, A.D. 1948 and shall be applicable in all cases of retirement from teaching service and of death while under engagement on and after that date. The By-laws of the Board as they stood on the 31st day of March, A.D. 1948 as the same may be amended from time to time shall continue to be applicable in all cases of retirement prior to that date.

Board of Administrators Teachers' Retirement Fund

The following questions and answers are for information only, and are not to be taken as authoritative. *The Teachers' Retirement Fund Act of 1939 and By-law No. 1 of 1948*, with amendments relating thereto, are the only official and completely dependable statement in all matters of regulations with respect to the administration of the Teachers' Retirement Fund.

A—Act

B—By-law

GENERAL:

1. Q. When did the Retirement Fund begin?

A. *The Teachers' Retirement Fund Act* came into effect April 1, 1939. Contributions to the Fund did not begin until September 1, 1939.

2. Q. Do all teachers pay into the fund?

A. All teachers engaged as such, for ten days or more in a month, must contribute to the Teachers' Retirement Fund. [A-5(1)].

3. Q. What other groups pay into the Fund?

A. The School Boards and the Provincial Government, as well as the teachers, contribute to the Fund. [A-7(1); 7a(1)].

4. Q. How much does the teacher contribute to the Fund?

A. At the present time, each teacher contributes 4% of his salary to the Fund. [A-5(1)].

5. Q. May a teacher contribute to the Fund, an amount over and above the required 4%?

A. No.

6. Q. Are contributions to the Fund exempt from income tax?

A. Yes.

7. Q. For how long must a teacher contribute to the Fund?

A. Each teacher contributes to the Fund for a total period not exceeding thirty-five years. [A-5(1)].

8. Q. Must a teacher contribute to the Fund after reaching the age of 65, if he is eligible for pension?

A. A teacher engaged as such, after reaching the age of 65, will continue to contribute to the Fund while he is engaged in teaching, or until he has contributed to the Fund for thirty-five years. [A-5(1)].

9. Q. Must a teacher contribute to the Fund after reaching the age of 65, if he is not eligible for pension?

A. Yes. All contributions will be returned to him, however, together with any interest posted to his account. (B-7).

10. Q. How much do the other groups pay into the Fund?

A. Each School Board pays into the Fund one-half of one percent of the total salaries of the teachers in its employ. The Provincial Government pays into the Fund three and one-half percent of the total salaries of the teachers in Alberta public schools. [A-7(1); 7a(1)].

11. Q. How much money is there in the Fund now?

A. There is an invested capital, as at December 31, 1950, of approximately \$5,000,000.00.

12. Q. How is the money invested?

A. The investment of monies is subject to the regulations in *The Trustee Act* of Alberta, which permits investment in Dominion Government bonds, Provincial Government bonds, and in Municipal and School

District bonds within the Province of Alberta. It also permits investment in certain approved corporations, and in first mortgages on property. [A-9(1)].

13. Q. What securities are held in trust?

A. As at December 31, 1950, the funds are invested in Dominion and Dominion Guaranteed bonds 47%, Provincial and Provincial Guaranteed bonds 33%, Municipal bonds within the Province of Alberta 12%, School District bonds within the Province of Alberta 7%, and a mortgage to the ATA of 1%.

14. Q. Who administers the Fund?

A. The Fund is administered by a Board of Administrators, consisting of four members, two appointed directly by the Lieutenant - Governor - in - Council and two appointed by him on the recommendation of Executive of the Alberta Teachers' Association. [A-8(1), (2), (3)].

15. Q. Who audits the books?

A. The books are checked monthly by the Provincial Auditors, a complete audit being made at the end of each year.

16. Q. Have teachers the right to examine the financial statements?

A. Yes. These statements are made available to teachers through their councillors at the Annual General Meeting.

17. Q. If a teacher is only temporarily employed, why must he complete the forms sent out by the Retirement Fund office?

A. Once a teacher contributes to the Fund, no matter for how brief a period, an account and a file are opened in his name. This account is considered when actuarial surveys are made of the Fund, and since

these surveys are based upon the age, contributions and service of all teachers who have contributed to the Fund, it is necessary that this information be submitted by the teachers. (A-10; B-16, 17).

PENSIONABLE SERVICE:

18. Q. How is pensionable service defined?

A. Pensionable service, except in cases of disability or death [B-11; 14(h)], is the years of teaching service between the ages of 30 and 65. [B-4(a)].

19. Q. May service before *The Teachers' Retirement Fund Act* came into effect be counted as pensionable service?

A. Service between the ages of 30 and 65, and before *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service, provided that the teacher was engaged as such on March 31, 1939. [B-4(a)].

20. Q. May parts of years be counted as pensionable service?

A. All parts of years during which the teacher taught, between the ages of 30 and 65, and before *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service, provided the teacher was engaged as such on March 31, 1939, and all such parts of years during which he contributed to the Fund, after *The Teachers' Retirement Fund Act* came into effect, may be counted as pensionable service. [B-3(a)ii; 4(a)].

21. Q. Is substitute teaching ever counted as pensionable service?

A. Yes. If the substitute teacher teaches ten or more days in a month, and so contributes to the Fund, the number of days

of teaching forms a part of a year of pensionable service. [B-3(a)ii; 4(a)].

22. Q. Is service before age 30 ever considered as pensionable service?

A. In calculating a disability allowance, or a pension to the widow of a teacher who died before reaching retirement age, one-half of the teaching service before age 30 is considered as pensionable service. [B-4(b)]

23. Q. May service with the Allied Forces be counted, when calculating a pension or a disability allowance?

A. Full credit is given to service in the First World War, if that service was after age 30. Teachers who served with the Allied Forces in the Second World War, who were teaching in Alberta immediately prior to enlistment, and who returned to the profession in Alberta after discharge, may count one-half of that service which was after age 30, as pensionable service. Should they contribute to the Fund for the years during which they were absent, while serving with the Allied Forces, they may count the whole of that service which was after age 30 as pensionable service. [B-5(a)].

24. Q. What contribution is required for absence while serving with the Allied Forces?

A. The contribution required is 3% of the salary the teacher would have earned during his absence, based on the salary in effect immediately prior to his enlistment, plus interest at the rate of 3½% per annum. [B-5(a)].

25. Q. Is it to a teacher's advantage to pay into the Fund, if his service with the Allied forces

was after the age of thirty?

A. Yes. If he pays into the Fund, all of his service may be considered as pensionable service. If he doesn't pay into the Fund, only one-half of it may be considered as pensionable service. [B-5(a)].

26. Q. Is it to a teacher's advantage to pay into the Fund if his service with the Allied Forces was before the age of thirty?

A. Service before age thirty is considered in granting a disability allowance, or a pension to a widow. There is also a possibility that the number of years of pensionable service may be increased to more than thirty-five years, by counting, as pensionable service, teaching service between the ages of 25 and 65, instead of between the ages of 30 and 65 as at present. [B-5(a), (b)].

PENSIONS:

27. Q. When may a teacher retire?

A. A teacher may retire upon or after reaching retirement age. There is no age at which he is required to retire. *The School Act* states that a teacher's contract and engagement shall terminate on the last day of June following the attainment of his sixty-fifth birthday, but the School Board may continue to employ him as a temporary teacher. [B-9(a)].

28. Q. Can a teacher receive a pension before age 65?

A. Yes. If in 1951 he has attained the age of 62; in 1952 has attained the age of 61; or thereafter has attained the age of 60, and has completed not less than 15 years of pensionable service, he shall be entitled to a pension. It shall be the actuarial equivalent of what he would receive if he were then age 65. [B-9(a)].

29. Q. How is a pension calculated?

A. A Normal Pension to a male teacher, retiring at age 65, is $1\frac{1}{2}\%$ of his average salary, in the five consecutive years of pensionable service during which his salary was highest, multiplied by his years of pensionable service. A female teacher receives the actuarial equivalent of the pension received by a male teacher. (B-8).

30. Q. If a teacher has full pensionable service, and an average salary for his best five year period of \$4,000, what pension would he receive?

A. A male teacher with such service and salary, retiring at age 65, would receive a normal pension of \$2100, the value of which would be \$25,011. A female teacher would receive a Normal Pension of \$1,825.62, the value of which would be \$25,011. (B-8).

31. Q. What is meant by a Normal Pension?

A. A Normal Pension is the basic pension from which all other forms of pension are determined. It is a pension payable for life, guaranteed for five years.

32. Q. Do women receive the same pension as men?

A. The yearly amount of pension paid to a woman of the same age and with the same services and salary as a man, is less than that paid to a man. This is due to the longer expectancy of life for women. The cash value of the pension at the date of retirement is the same. (B-8).

33. Q. How much does it cost for a pension of \$600 a year, \$1,200 a year, \$1,800 a year, \$2,400 a year, and \$3,000 a year?

A. The cost of a Normal Pension

to a teacher retiring at age 65 is as follows:

	MALE	FEMALE
\$ 600 per year—	\$ 7,146	\$ 8,220
1,200 per year—	14,292	16,440
1,800 per year—	21,438	24,660
2,400 per year—	28,584	32,880
3,000 per year—	35,730	41,100

34. Q. Who is eligible for a teacher's pension?

A. A qualified teacher, authorized as such to teach in the Province of Alberta, having met the requirements of *The Teachers' Retirement Fund Act*, is eligible for pension benefits. [B-9(a)].

35. Q. If a teacher retires before age 65, is he entitled to a full pension?

A. No. He would receive an actuarially reduced pension. [B-9(c)].

36. Q. What are the minimum years of service required for granting a pension?

A. Fifteen years of *pensionable* service are required before a pension may be granted. Ten years of *teaching* service are required before a disability allowance may be granted. [B-9(a); 11(a)].

37. Q. What does "actuarial equivalent mean?"

A. Interest, present value, and life expectancy, enter into the definition of "actuarial equivalent." An amount of money which is to become payable at age 65 has a "present value" at *any* earlier age. This value is less than the value at age 65 because the money will earn interest for a shorter period. The amount of annuity, which this "present value" can provide, depends upon the "life expectancy" of the annuitant. If two men, aged 60 and 65, both have \$1,000 to buy a life annuity to commence immediately, it is to be expected that the man who is 65 years old will receive a larger annuity,

since it will presumably be paid for a shorter length of time than the annuity to the man who is 60 years old. The total values of the pension payments will be equal if both men live their exact life expectancies, and the pensions are "actuarially equivalent." Similarly, if two annuitants aged 65, one male and one female, both have \$1,000 to buy annuities, the male will receive a larger monthly payment because, on the average, the female will live longer and so receive a larger number of payments. Again, the total value of payments made will be the same and the pensions are "actuarially equivalent."

38. Q. What are the alternative pension plans from which a teacher may choose?

A. The forms of pensions offered to retiring teachers are:

- (a) A pension payable during the lifetime of the teacher only.
- (b) A pension payable during the lifetime of the teacher, guaranteed for five years certain. (Normal Pension).
- (c) A pension payable during the lifetime of the teacher, guaranteed for ten years certain.
- (d) A pension payable during the lifetime of the teacher, guaranteed for fifteen years certain.
- (e) A pension payable during the lifetime of the teacher, guaranteed for twenty years certain.
- (f) Joint Life and Last Survivor pension:
 - (i) payable in an equal amount to the death of the last survivor.
 - (ii) payable during the lifetime of both, to

be reduced by one-third after the first death.

(iii) payable during the lifetime of both, to be reduced by one-half after the first death. [B-9(d)].

39. Q. How does a teacher decide which pension plan to select?

A. The plan selected should depend upon the teacher's circumstances, his private income, if any, the number of his dependents, etc.

40. Q. When does the pension begin?

A. Payment of the pension will begin, as from the first day of September in the year of retirement, or if the birthday which qualifies the teacher for pension occurs after the first day of September, as from the first day of the month following the receipt by the Board of application for pension. [B-9(f)].

41. Q. Must the teacher apply for the pension?

A. Formal application must be made before any pension may be granted. Forms for this purpose may be obtained from the office. The payment of the pension will begin as from the first day of September or the first day of the month following that in which application was received.

42. Q. For how long will the pension be paid?

A. Pensions are paid to the date of the death of the retired teacher. If the teacher has elected a guaranteed form of pension, and if he should die before that period has expired, the pension will be paid to his beneficiary for the balance of the guaranteed period. [B-9(d)].

43. Q. May teachers retire at age 55?

A. On and after September 1, 1953, a teacher with twenty

years of pensionable service may retire at age 55 and apply for pension. Granting of such pension, however, is wholly at the discretion of the Board of Administrators. (B-10).

44. Q. Is there a Means Test required before a pension may be granted?

A. No.

45. Q. May a teacher work after being granted a pension?

A. A retired teacher may take any employment, other than teaching, and continue to receive his pension.

46. Q. May a teacher return to teaching after being granted a pension?

A. If he teaches, he will receive only that portion of his pension which exceeds his earnings. (B-12).

47. Q. May a teacher live in any other province or country, and receive his pension?

A. Yes. The pension will be payable in Canadian currency, regardless of where the teacher lives.

DISABILITY ALLOWANCE:

48. Q. If a teacher becomes disabled, may he receive a pension? How much will it be?

A. A teacher who becomes permanently disabled, to the extent that he cannot obtain gainful employment, and who has at least ten years of teaching service to his credit, may apply to the Fund for a disability allowance. The amount of this allowance will depend upon his years of service, the salary earned during that service, and his age at the time of his withdrawal from teaching. (B-11).

49. Q. If a teacher is granted a disability allowance, may he elect to receive any one of the alternative pension plans?

A. A teacher granted a disability allowance may elect to receive his allowance under any of the alternative plans offered to other retiring teachers. [B-11(b)].

50. Q. If a teacher returns to teaching, after being on disability allowance, what happens to his account and his accrued benefits in the Fund?

A. If a teacher, who has been granted a disability allowance, regains his health and returns to the profession, he may apply to the Board for re-instatement in the Fund, and the Board, according to its judgment, may direct such re-instatement, and thereupon the teacher's pensionable service prior to receiving the disability allowance shall be taken into account upon his subsequent retirement. (B-6).

BENEFITS TO WIDOWS

51. Q. If a teacher dies before retirement, does his widow receive any benefits?

A. Should a teacher die while engaged as such, and before having reached the age of retirement, there is payable to his beneficiary, the amount standing to the credit of his account, plus death benefits based upon the number of years during which he has contributed to the Fund. If the beneficiary is his widow, or his dependent child, or children under 18 years of age, an additional amount equal to the amount by which the credit to his account exceeds \$1500 is payable. [B-14(a), (g)].

52. Q. How old must a teacher be before his widow can receive a pension?

A. If at the date of death, the teacher's age exceeds 53, and death occurs in 1951; 52 and

death occurs in 1952; 51 and death occurs in 1953; 50 and death occurs after 1953; a pension may be granted to the widow in such amount as if, immediately prior to his death, the teacher had retired and been granted a pension, and had elected to receive a Joint Life and Last Survivor pension plan, payable in an equal amount to the death of the last survivor. [B-14(h)].

REFUNDS:

53. Q. If a teacher retires at age 65 without being eligible for a pension, what disposition is made of the money which he has contributed to the Fund?
- A. A teacher retiring at age 65, without being eligible for a pension, receives a refund of all contributions to the credit of his account, together with interest posted to his account. (B-7).
54. Q. If a teacher withdraws from the profession, what refund may he receive?
- A. A teacher who withdraws from teaching may receive a refund, in whole or in part, of the contributions standing to the credit of his account. The amount of the refund is on a percentage basis, as follows:

Years of teaching service	Refund
2 yrs.	10%
3 "	20%
4 "	40%
5 "	60%
6 "	80%
7 "	100%
10 "	100%
(or more)	(plus interest)
	(B-13).

55. Q. If a teacher leaves the profession without taking a refund, what disposition is made

of the amount standing to the credit of his account?

- A. If a teacher withdraws from teaching without obtaining a refund, his account is left open for a period of five years. (B-25).
56. Q. If a teacher dies, who receives the money standing to the credit of his account?
- A. If a teacher dies, the amount standing to the credit of his account, is payable to his designated beneficiary, or to his widow or to his estate. [B-13; 14(a)].
57. Q. How much insurance is there in connection with the Fund?
- A. Death benefits are payable according to the number of years the teacher has contributed to the Fund, being not less than \$200 and not more than \$1500, computed in other respects at the rate of \$100 for each year of contributions. [B-14(a)].

LEAVE OF ABSENCE

58. Q. How does a leave of absence affect a teacher's benefits in the Fund?
- A. A teacher may not count a leave of absence as pensionable service.
59. Q. May a teacher pay into the Fund while on leave of absence?
- A. The only period of absence for which a teacher may contribute to the Fund, is that period while serving with the Allied Forces during the Second World War. [B-5(a)]
60. Q. How much time is allowed in which to make these payments, and may they be made by installments?
- A. Application to pay into the Fund for the time spent with the Allied Forces must be received by July 1, 1952. Payment may be made in a lump sum or by installments, which-

ever is convenient to the teacher. The contributions required are 3% per year of the salary earned at the date of enlistment, with interest at 3½%. [B-5(a), (b)].

61. Q. How does sabbatical leave affect a teacher's benefits in the Fund?
- A. A teacher may not count a year of sabbatical leave as pensionable service.

RECIPROCAL ARRANGEMENTS AND TRANSFERS:

62. Q. If a teacher transfers to the Department of Education, may he transfer the amount to his credit in the Teachers' Retirement Fund, and all, or any part, of his accrued benefits?
- A. At the present time, there is no provision whereby a teacher, transferring to the Department of Education, may transfer his contributions or his benefits. (B-15).
63. Q. May a teacher transfer the amount to his credit in the Retirement Fund, to or from the Pension Fund of any other province?
- A. No provision has yet been made whereby pension contributions may be transferred to or from the Teachers' Retirement Fund. A resolution has been approved by the Canadian Teachers' Federation and by the Canadian

Education Association, which would permit a teacher transferring to another province to leave his account in suspense, and upon his retirement, having continued in teaching service, to receive retirement allowances from the funds of the provinces in which he has served as a teacher.

INTEREST:

64. Q. What interest do the teacher's contributions earn in the Fund?
- A. At present, interest at the rate of three percent is posted to the teacher's account semi-annually. However, due to the fact that the Fund is now earning a smaller rate of interest than in previous years, it may be necessary to reduce the rate of interest posted to teachers' accounts. (B-20).
65. Q. If a teacher withdraws from teaching without taking a refund, will interest continue to be added to his account?
- A. Interest is posted to the teacher's account only to the date of his withdrawal. (B-20).

OTHER SCHEMES:

66. Q. How do teachers' pensions in Alberta compare with those in other provinces?
- A. It is difficult to compare the various plans. The following is a brief summary.

	Contributions by Teacher	S.B.	Govt.	Min. Service	Service Pension	Annuity Pension	Refunds
BRITISH COLUMBIA	5%		7%	10 yrs.	Yes	Yes	All but first year plus 1%
ALBERTA	4%	½ %	3½ %	15 yrs.	Service pension based on yrs. of service and salary		2 yrs. or less—nil; 7 years—full; 10 yrs.—full plus interest.
SASKATCHEWAN	4%		Sufficient to enable Fund to pay service pension	25 yrs.	Yes	Yes	Less than 3 yrs.—nil; Over 3 yrs.—all but first 400 days.
MANITOBA	5%	\$15 per yr. per teacher	\$15 per yr. per teacher	30 yrs. at age 60.	Yes	Yes	Less than 3 yrs.—nil; Over 3 yrs.—full.

ONTARIO	6%	4%	25 yrs.	Based on service and salary	Less than 5 yrs.—nil; Over 5 yrs.—full.
QUÉBEC	5% M 3% F	Deficiencies only	20 yrs.	Based on service and salary	Less than 10 yrs.—nil; over 10 yrs.—full.
NOVA SCOTIA	6% M 5% F	6% M 5% F \$325,000 per yr. for 35 yrs. plus existing pensions	35 yrs. 30 yrs. reduced pension	Based on service and salary	All conts. excluding first 5 yrs.
NEW BRUNSWICK	3-5% no salary over \$2500	Cash Deficiencies	35 yrs.	75% of av. salary for last 5 yrs. max.—\$1875.	No refunds.
P.E.I.	5%	Cash Deficiencies	30 yrs.	Based on service and salary	Less than 3 yrs.—nil; more than 3 yrs. all but first 2 yrs.
NEWFOUNDLAND	4% M 3% F	Cash Requirements	When age plus service equals 92.	Based on service and salary	Less than 6 yrs.—nil; graduated scale to 15 yrs. 100%.

67. Q. May a teacher obtain the Old Age Pension, in addition to the pension paid by the Retirement Fund?

A. A teacher in receipt of a pen-

sion from this Fund may apply to the Government for the Old Age Pension. Before he may receive this pension he must take a Means Test.

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Executive Council Election, 1951

Alberta Teachers' Association

Nominations and Acceptances

By-law No. 43 states:

"Nominations and acceptances must be received by the General Secretary-Treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election of the Executive Council of this Association for 1951-52, and acceptance of nominations, must be received at Head Office, **on or before February 12, 1951.**

A general meeting of the local, or the executive council thereof, by resolution in meeting assembled, must make formal nomination or nominations and transmit to Head Office the nomination, in the form prescribed by the Executive, **together with the acceptance of the candidate or candidates.** Any sublocal, through its own council may suggest to the executive council of its local the name of any proposed candidate for election as president, vice-president, and district representative.

Eligibility of Members to Vote

By-law No. 38 states:

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding counting of the ballots, shall be entitled to vote in the election of the Executive Council."

Eligibility of Members for Election to Executive Council

By-law No. 34 states:

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he (a) is a member in good standing, and (b) is entitled to vote in the election of the Executive Council, and (c) has for not less than four (4) consecu-

tive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation; provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

By-law 42 states:

"To be eligible for nomination as a candidate for the office of president the proposed nominee shall have served previously as a member of the Executive Council."

Nominees for election to the office of **president** may be selected from the province at large.

Nominees for election to the office of **vice-president** may be selected from the province at large.

Each nominee for election to the office of **district representative** must be teaching in his own geographic district at the time of his nomination.

Geographic Districts

Northwestern Alberta Constituency—All schools situated within the area covered by the following school divisions: East Smoky, Fairview, Fort Vermilion, Grande Prairie, High Prairie, Peace River, Spirit River, and the area from Slave Lake East to the boundary of Athabasca Division.

Northeastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Athabasca, Bonnyville, Lac La Biche, Lamont, Smoky Lake, St. Paul, Two Hills, and all territory outside the boundaries of any school division north to the North Saskatchewan River, east of the fifth meridian.

Resolutions to the AGM Alberta Teachers' Association, 1951

Resolutions for consideration by the Annual General Meeting shall be submitted:

1. By authority of a general meeting of a local association,

2. By authority of a resolution passed by the executive council of a local association.

A certified sublocal may pass a resolution and forward it to the executive council of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

After the meeting of the Resolu-

tions Committee, the resolutions are printed and sent out to all accredited locals. Arrangements should be made for each local or its executive council to meet between receipt of **The ATA Magazine for March, which will be mailed on or about March 5, and the Annual General Meeting** in order that the resolutions may be discussed.

Resolutions shall be forwarded to the Head Office in the form prescribed and shall be verified by a Statutory Declaration and **must be received not later than February 9, 1951.**

Edmonton District Constituency—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Sturgeon, Thorhild, and Westlock (north to the boundary of the Athabasca School Division).

Central Western Alberta Constituency—All schools situated within the area covered by the following school divisions: Lacombe, Olds, Ponoka, Red Deer, Rocky Mountain and West-Brazeau Line, Stettler, Strawberry, and Wetaskiwin.

Central Eastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Camrose, Castor, Holden, Killam, Neutral Hills, Provost,

Vegreville, Vermilion, and Wainwright.

Calgary District Constituency—All schools situated within the City of Calgary and the area covered by the following school divisions: Bow Valley, Calgary (and West Canmore-Banff Line), Drumheller, Foothills, Red Deer Valley, and Wheatlands.

Southwestern Alberta Constituency—All schools situated within the City of Lethbridge, and within the boundaries of the following school divisions: Lethbridge, Macleod, Pincher Creek, St. Mary's River, and Taber.

Southeastern Alberta Constituency—All schools situated within the City of Medicine Hat, and within the boundaries of the following school divisions: Acadia, Berry Creek, E.I.D., Foremost, Medicine Hat, and Sullivan Lake.

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Briefs, Executive Council Meeting Alberta Teachers' Association

December 8 and 9, 1950

- Received a report from the president and the general secretary on the Western Conference which they had attended in Winnipeg on November 22, 23, 24.
- Received a report from the assistant general secretary on group insurance. Since it may be years before a provincial scheme of group insurance is set up, it was decided to advise interested insurance companies and teachers' locals to negotiate at the local level. The head office would continue gathering information on group insurance and report through newsletters and the magazine.
- Selected a committee of the Executive to screen the resolutions of the Annual General Meeting with a view to selecting those which deal with the policy of the Association.
- Voted to Honorary Membership in the Association M. E. LaZerte, retired dean of the Faculty of Education, past president of the ATA and CTF, and president of the CEA.
- Selected committees and arranged for meetings with the ASTA, the Department of Education, the Executive Council of the Government to discuss school problems.
- Appointed Mary Gray of Grande Prairie to complete Harry Dewar's term as district representative for Northwestern Alberta.
- Announced that the deadline for the acceptance of nominations to the Provincial Executive shall be February 12; and for resolutions to the Annual General Meeting, February 9.
- Set up machinery for the study and scrutiny of the proposed changes and revisions of *The School Act*.
- Received a report from E. T. Wiggins, president of the CTF, on the Canadian Education Association conference which was held in Victoria.
- Made plans for the Annual General Meeting, the Banff Workshop, and fall conventions.

Alberta Educational Council Annual Conference

Edmonton, Alta., November 24, 1950

A general meeting of the Alberta Educational Council was held in the Masonic Temple on November 24, 1950. Marian Gimby and W. E. Kostash attended as representatives of the Alberta Teachers' Association. About thirty members were present, under the chairmanship of Rudolph Hennig. Mrs. F. C. Butterworth acted as secretary.

The business included:

A resolution to sponsor Education Week for 1951.

A study of the brief on taxation problems prepared and presented to the meeting by A. J. H. Powell.

A report from A. G. McCalla, vice-president of the Council, on the need for greater lay participation in curriculum-making.

A resolution condemning *The County Act* insofar as it concerned the schools.

Reports from several delegates on educational publicity undertaken by their organizations.

Western Conference Fourth Annual Meeting

Winnipeg, Manitoba, November 22-24, 1950

The purpose of these conferences, which are held annually, is to pool information and exchange views on the understanding that the four western associations will work towards the objectives which have been jointly agreed upon as desirable and which would result in improved living and working conditions for teachers.

H. E. Murphy of Manitoba acted as chairman, and Joyce Sykes as secretary. T. A. McMaster and E. L. Arnett also represented Manitoba.

The other delegates were E. T. Wiggins from the Canadian Teachers' Federation; J. N. W. Elkington and G. D. Eamer from Saskatchewan; D. G. Chamberlain and C. D. Ovens from British Columbia; F. J. C. Seymour and Eric C. Ansley from Alberta.

Workshops for teachers similar to the one the ATA holds at Banff have been approved by the four western provinces. In 1950, all four provinces held workshops.

Teachers' credit unions have been set up in Manitoba and have proved quite successful.

Inspectors' reports are still in use, although not appreciated in most cases.

All provinces are interested in **promotional advertising**, which may be coordinated within the near future. All provinces are doing something in the line of **educational publicity and public relations**, de-

pending on the amount of money available. It was agreed that public relations is a long term investment, and probably should receive more attention than at present.

British Columbia still has the **highest salaries** and no shortage of teachers; Alberta has the next highest and has a smaller shortage of teachers than either Saskatchewan or Manitoba.

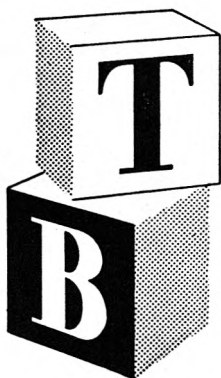
The conference was unanimous in condemning the system of school administration as provided for in Alberta's well-publicized and generally criticized **County Act**. The conference approved the principle of elected school boards with fiscal independence.

The teachers in all four western provinces now have the right to **bargain collectively** but the resistance to better salaries for teachers continues, in spite of the shortage, in spite of the turnover, in spite of everything.

All provinces wish to see the length of **teacher training** programs increased, and the teachers' associations given some responsibility in teacher selection and in teacher training. All provinces agree that only persons with certificates in teaching acquired in the usual way should be permitted to enter classrooms regardless of grade or subject taught.

Officers for 1951 are Rudolph Henig, president; Marian Gimby, vice-president; Mrs. F. C. Butterworth, secretary-treasurer; council members, C. W. Mowers, A. G. McCalla.

The Council has requested suggestions from teachers' locals regarding publicity for Education Week. Send yours to Mrs. F. C. Butterworth, 11012-83 Avenue, Edmonton.



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GOVERNMENT OF THE PROVINCE OF ALBERTA

Summary of Analyses of Divisional Salary Schedules in Alberta, 1950-51

I.

(a) Minimum salaries in different classifications for 16 divisions with positional salary schedules.

Annual Salaries	Number of Divisions			
	Elem.	Int.	H.S. & Degree	Prin. 4 rms. with 1 Degree
1500	11	3		
1550	2	1		
1600	2	6		
1650		2		
1700	1	3		
1750				
1800		1		
1850				
1900				
1950				
2000				
2050				
2100				
2150				
2200				
2250				
2300			1	
2350			3	
2400			3	
2450			1	
2500			1	1
2550			4	2
2600			1	
2650			1	3
2700				3
2750				
2800				1
2850				1
2900				1
3000				
3050				1

II.

(a) Maximum salaries in different classifications for 16 divisions with positional schedules.

Annual Salaries	Number of Divisions			
	Elem.	Int.	H.S. & Degree	Prin. 4 rms. with 1 Degree
2250	1			
2300	3	2		
2350	2	2		
2400	5	2		
2450	1			
2500	3	4		
2550	1	1		

I.

(b) Minimum salaries in different classifications for 41 divisions with single salary schedules.

Annual Salaries	Number of Divisions Years of Training					
	1	2	3	4	5	6
1500	24					
1550	7					
1600	9	1				
1650						
1700		4				
1750		6				
1800		25				
1850		2				
1875		1				
1900		3				
1950			2			
2000			1			
2050			12			
2100			3			
2150			21			
2200			1			
2250			1	6		
2300				2		
2350				11		
2400				3	1	
2450				16	3	
2500				1	1	
2550				1	9	1
2600					6	1
2650					2	2
2700					4	2
2750						1
2775						1

II.

(b) Maximum salaries in different classifications for 41 divisions with single salary schedules.

Annual Salaries	Number of Divisions Years of Training					
	1	2	3	4	5	6
2200	3					
2250	6					
2300	14					
2350	2					
2400	8					
2450	1	1				
2500	4	3				
2550		4				
2600	2	11				
2650		7				
2700		11	1			
2750	1		1			
2800		2	3			
2850		1	2			
2900			15			
2950						

2600	4			3000	13		
2650	1			3050	1	2	
2700				3100	1	4	
2750				3150	3		
2800				3200		10	
2850				3250		3	1
2900				3300		13	1
2950				3350	1		2
3000				3400		3	4
3050	2			3450		2	2
3100				3500			4
3150	2			3550		1	1
3200	3			3600		1	2
3250		1		3650		1	1
3300	2	1		3700			1
3350	1			3750			3
3400	2	3		3800			1
3450	2			3850			1
3500	1	2		3900			
3550	1	2		4000			1
3600				4050			1
3650		1		4100			
3700		3		4150			2
3750		2					
3800							
3850		1					

III.

Total amount of increments.

Total in Increments	Number of Divisions
700	4
750	10
800	24
850	4
900	8
950	
1000	4
1050	1
1100	1
1150	
1200	
1250	1

IV.

Number of annual increments of different amounts.

Amount of Annual Increments	Number of Increments
50	22
62½	1
75	14
90	9
100	378
110	5
120	17
125	13
150	6
200	1

Note: Twelve schedules provide total in increments that increase as each year of training is completed, and seven schedules provide total in increments at 50 percent of basic salary. As a result, the total in increments ranges from \$700 to \$1,387.50, depending on the number of years of training. In this table, the total in increments applies to one year of training.

V.

(a) Allowance for university degree for 16 divisions with positional schedules.

Amount Per Annum	Bachelor's Degree	Second Degree
0		5
100		1
150		1
200		7
250		1
300		1
350		
400		
450		
500	6	
550	3	
600	4	
650		
700	3	

V.
(b) Allowance for university degree for 41 divisions with single salary schedules.

Years of Training				
Amount Per Annum	4 years (Bach. degree)	5 Years	6 Years	
0	1			
600	2			
650				
700	11			
750	5			
800	3	3		
850	4	2		
900	15	3		
950		1		
1000		7	2	
1050		5	1	
1100		1	2	
1150				
1200		4	1	
1250			2	

VI.
Allowance for Partial Degree

Number of Divisions	
No Allowance	0
Allowance per year	7
Allowance per course	21
Allowance per course or per year	29

VII.
Allowance for previous experience.

Number of Divisions	
Full allowance	43
Partial allowance	14

VIII.
Allowance in principal's salary for supervision and administration of a 4-room school.

Amount per annum	No. of Divisions
100	1
150	5
200	9
225	11
250	2
300	14
350	3
400	9
450	1

IX.
Total salaries for six-years' service for teachers of one-room schools, elementary grades, and one year of training.

Total Salary	No. of Divisions
10,350	1
10,500	27
600	

700	2
800	12
900	1
11,000	1
100	7
200	1
300	
400	
11,500	
600	2
700	1
800	1
900	
12,000	

X.
Total salary for 12 years' service for teachers of one-room schools elementary grades, and one year of training.

Total Salary	No. of Divisions
23,600	1
700	
800	6
900	3
24,000	12
100	
200	1
300	4
400	1
24,500	4
600	5
700	1
800	4
900	1
25,000	2
100	1
200	2
300	
400	
25,500	3
600	
700	1
800	
900	1
26,000	
100	1
200	1
300	
400	1

XI.
Total salary for six-years' service for teachers with one degree, and in the case of positional schedules, for high school grades.

Total Salary	No. of Divisions
13,800	1
14,700	4
800	
900	1
15,000	3
100	1
200	1

300	10	300	2
400		400	1
15,500	1	500	
600	5	600	3
700	1	700	
800	2	800	1
900	15	900	3
16,000	1	34,000	1
100		100	3
200	3	200	3
300		300	
400		400	3
16,500	3	34,500	1
600	1	600	1
800	1	700	
900		800	5
17,000	1	900	1
100	1	35,000	1
200		100	6
300		200	1
400	1	300	
		400	4
		500	
		600	1
		700	1

		36,300	1
		400	
		500	
		600	2
		700	1
		800	1

		37,200	1

		800	1

XII.

Total salary for 12-years' service for teachers with one degree, and in the case of positional schedules, for high school grades.

Total salary	No. of Divisions
30,000	1
32,200	1
32,800	1
900	
33,000	5
100	
200	

\$1700	Coal Branch
2550	Lamont
1800	Coal Branch
2650	Lamont
2650	Coal Branch
3550	Lamont
3050	Coal Branch
3850	Coal Branch
1675	Medicine Hat
2750	Killam

Highest minimum salary in single schedules for two years of training	1900	Drumheller, Red Deer Valley, Sullivan Lake
Highest maximum salary in single schedules for two years of training	3050	Killam
Highest minimum salary in single schedules for three years of training	2200	Sullivan Lake
Highest maximum salary in single schedules for three years of training	3350	Killam
Highest minimum salary in single schedules for four years of training	2500	Sullivan Lake
Highest maximum salary in single schedules for four years of training	3650	Killam
Highest minimum salary in single schedules for five years of training	2700	Killam, Lacombe, Ponoka, Rocky Mtn.
Highest maximum salary in single schedules for five years of training	4050	Rocky Mountain
Highest minimum salary in single schedules for six years of training	2775	Taber
Highest maximum salary in single schedules for six years of training	4162	Taber
Greatest amount in total increments	1387	Taber
Greatest annual increment	200	Taber
Greatest amount for bachelor's degree in positional schedules	700	Clover Bar, Coal Branch, Foothills
Greatest amount for second degree in positional schedules	300	Lac Ste. Anne
Greatest amount for bachelor's degree in single schedules	1350	Rocky Mountain
Greatest amount for second degree in single schedules	750	Foremost, Taber
Greatest allowance for supervision of a 4-room school	450	Calgary
Greatest total salary for six-years' service for one-room schools, elementary grades, and one year of training	11,760	Stettler
Greatest total salary for 12-years' service for one-room schools, elementary grades, and one year of training	26,400	Coal Branch
Greatest total salary for six-years' service for one degree, and in the case of positional schedules, for high school grades	17,400	Coal Branch
Greatest total salary for 12-years' service for one degree, and in the case of positional schedules, for high school grades	37,800	Coal Branch

Voting List for Election Executive Council Alberta Teachers' Association

An alphabetical list of the members of the Alberta Teachers' Association as registered on January 31, 1951, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see whether or not their names are included; and if they are not, to notify the Head Office **immediately**.

This list is being published to give each teacher a chance to see that his name is not left off the voting list. **Be sure, therefore, to watch for the list and make the necessary checkup.**

News from Our Locals

Acadia Local Expresses Disapproval of The County Act

The 34 members present at the last meeting of the local on November 7 expressed disapproval of *The County Act* passed by the Alberta legislature.

All members endorsed a motion that the executive investigate the matter of obtaining and placing the pictures of board members and superintendents in the divisional office.

Officers for the year are Walter Kalancha, president; J. Kunert, vice-president; Lydia Hertz, secretary-treasurer; Harold and Irene Gish, councillors; Harold Hall, Martin Russ and Clarence McKinnon, salary negotiating committee; Ellen Ness, board representative; H. Prince, press correspondent.

Acadia Valley-Empress Sublocal Plan Term Program

Officers elected at the organization meeting on November 28 were C. A. McKinnon, president; Emma Janot, vice-president; L. Niwa, secretary; R. E. Lewis, E. F. O'Hare, J. Watson, social conveners.

W. Kalancha, president of the local, and councillors Harold and Irene Gish from Oyen helped draw up the program for the year. The meetings planned for the term will be concerned with: resolutions, the code of ethics, track meet, curriculum, and a review of the fall convention.

Teachers Meet At Andrew

A very successful meeting of the Andrew Sublocal was held on December 1 with 33 in attendance. J. W. Huculak, councillor and a member of the executive, drew the attention of the meeting to the recent ATA newsletter.

Neil Purvis, superintendent of

schools for Lamont School Division, was guest speaker for the evening. Criticism and appraisals of the elementary school workbooks were given and the need of a professional library, to keep the teachers well informed as to the new teaching methods and the trends of modern education in general, was emphasized. Mr. Purvis also gave an interesting account of the educational trends and problems in schools of America.

An interesting film *Fight for Better Schools* was then shown. It described the efforts of the citizens in bringing about a program of building better schools and providing adequate educational facilities, in spite of political opposition.

Forest Conservation Topic Of Athabasca Meeting

Speaking at the Athabasca Sublocal meeting on the topic "Our Country and Our Children," Mr. Champion told teachers how they could help to make children conscious of the necessity for conservation of our forests.

"Our country and our children are growing up together," he said. "At the present rate of land clearing, our children may not have too much to work with. The necessity for conservation of our remaining timber must be held constantly before them." Mr. Champion pointed out various areas in southern Alberta, Saskatchewan, and parts of the United States where drastic measures had to be taken when dust bowls developed after the land had been stripped of its vegetation. "Teachers," he said, "are in a position to help the conservation of our natural beauties. Teach the children to be careful in the woods and how to plan for the future. Use conservation and its principles in mathematics, art, social studies, health, and citizenship. Teach it continuously. Show them how

much our health, recreation, camping trips, summer holidays, and our industries depend on keeping our trees."

"People are not yet aware of the critical need of replanting. We are working without enough men, money or equipment," he declared. "Only an educated public will demand that reforestation receive adequate attention. Teachers can give us that educated public."

Ivan Stonehocker, president of Athabasca Sublocal, thanked Mr. Champion on behalf of teachers present.

Bracco Speaks at Beiseker and Kathryn Meeting

Teachers from the Beiseker and Kathryn Sublocals met on November 14. Several colleagues from Strathmore accompanied the guest speaker, John Bracco. John, who attended the Banff Workshop last August, gave the teachers a very comprehensive plan for future meetings. Two subcommittees will be formed. One group will work on problems relevant to grades I to VI and the other group on the proposed new courses in the junior and senior high schools.

Second Bow Valley Institute Held

The second meeting of this term of the Bow Valley teachers' institute was held in the auditorium of the new Hussar School on December 8 with 35 teachers and members of Gleichen, Cluny, and Hussar Home and School Association present.

The secretary reported that permission had been received from the Department of Education to hold the December institute on Friday, as the first one of this year was on Saturday.

W. R. Eyres, principal at Arrowwood, spoke on the topic of the meeting, parent-teacher conferences. These had proved to be very good where tried and he suggested that all teachers make themselves as conversant with the idea as possible. There is not a great deal

of material available, but there are some magazine articles and reports of other teachers in the province who have tried the scheme.

The meeting divided into three groups for further discussion. Fred Betton, consultant, and John Hnatiuk of Hussar, recorder, discussed pre-conference preparations. O. P. Larson, consultant, with John Thompson of Arrowwood as recorder, discussed teacher preparation and scheduling of conferences. W. R. Eyres, consultant, with Allan Campbell of Milo as recorder, discussed the technique of the conference, records, and values.

There was considerable spirited discussion in all groups, as all but a few country teachers have had at least one of these parent-teacher conferences. Some were in favor of all contact with the parents, others felt that there should still be report cards, given out at least twice during the year. Teachers who have had these conferences for the past year and a half feel that there is great benefit derived, especially in the high school.

When reports of the conferences were read by the recorders in the afternoon, the consensus was that these conferences were a decided improvement over reports. Copies of reports of the conference will be distributed to teachers and members of the home and school associations. Mr. Larson spoke briefly at the close of the meeting, recommending that all teachers give the plan a try.

Phillip Rogers, Bow Valley trustee, spoke of the idea of having a special room in the division for retarded children. Two other trustees, John Monar of Milo and W. J. Tracey of Hussar, also spoke briefly on the work of the board and the needs of the division. Mrs. H. R. James, secretary of the Cluny Home and School Association, expressed the pleasure of that organization in being invited to attend the meeting.

The next institute meeting will be in Cluny on January 27.

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Bow Valley Local

On November 2 the following officers for the Bow Valley Local were elected: T. J. Clarke, president; E. L. Inman, vice-president; J. Sisko, secretary-treasurer; T. J. Clarke, E. L. Inman, R. Eyres, C. Carson, and Norma Sherback, salary committee. Councillors to the Annual General Meeting will be Fred Betton and E. L. Inman.

Roy Eyres was nominated to run for Calgary District representative.

Buck Lake Sublocal

The executive for the year is Walden Smith, president; Fred Meleshko, vice-president; Ralph Ohrn, secretary-treasurer; Mary Ohrn, social convener; Lois Meleshko, press correspondent.

A small gift was sent to Mr. McGuinness who retired last June.

Castor Sublocal

Members at the meeting of the sublocal on November 8 elected the following officers: J. Voloshin, president; Sister Denise, vice-president; J. McFetridge, secretary-treasurer; P. Wallin, councillor; J. Jackson, salary negotiating.

The second meeting was held on December 9 and members present discussed salaries and the sublocal track meet. A recommendation was passed on to the salary negotiating committee regarding cost of living bonus.

Clover Bar Sublocal

Officers for the Clover Bar Local are president, H. F. Chittick; vice-president, W. S. Elliott; Beatrice Clink, secretary-treasurer; Val Roos, V. Nyberg, A. E. Hohol, councillors; salary committee, W. Fors, B. March, M. J. Lucavietski; sports coordinator, Roland Lambert; Mabel Geary, festival coordinator; press reporter, J. M. Black. Topics discussed at the December meeting were salaries, the divisional health scheme, and ATA fees.

The teachers held an institute recently, at which Dr. Siemen spoke on the purposes and functions of the health unit. The meeting was also addressed by J. MacDougal and J. C. Jonason, who spoke on their respective fields of work, guidance and remedial reading.

Drayton Valley Sublocal

Officers elected at the sublocal's first meeting were Freida Coward, president; Helen Sinnot, vice-president; Barbara Law, secretary-treasurer; Edith Deby, councillor; Lucy Jungwirth, press correspondent.

The County Act was the topic of discussion at the second and third meetings of the sublocal.

Chauvin Sublocal

The Chauvin Sublocal meeting was held December fifth. Due to poor weather conditions the turnout was small, although a successful meeting was held.

Each member of the sublocal was asked to contribute a fee of fifty cents for financial purposes. John Fabian talked about the zone meeting, at which he had been present some time ago. Discussions were carried on about insurance policies, their benefits and merits; and the Blue Cross plan, which was particularly recommended.

Forestburg Sublocal

At the November meeting of the sublocal held in Galahad School, Ken Sparks and Dave Walmsley from the Killam Local were present. Mr. Sparks gave an interesting account of the course he took at the Workshop in Banff last summer. He illustrated some of the important points in the conducting of meetings. Mr. Walmsley gave some of the highlights of a group insurance plan.

The next meeting will be held in Galahad on January 22 when the guest speaker will be Eric C. Ansley, general secretary-treasurer.



Jic

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Grande Prairie Sublocal

Sr. Lucy reminded the teachers present at the December sublocal meeting that articles for the education column would be welcome.

W. A. Kujath reported that the musical festival committee has been organized for the coming year and reviewed plans made to date for the festival to be held in the spring.

Writing throughout the school grades was the program of the meeting. Papers were given by four teachers representing primary, intermediate, junior high, and high school levels.

Hardisty-Provost Local Adopt Salary Schedule

Officers elected at the first meeting of the local were Frank Paege, president; A. Strandberg, vice-president; Jean Saville, secretary-treasurer; E. Otkin, Horace McCall, O. Broemeling, Louise Currier, B. E. Doetzel, salary negotiating committee; A. J. Harcourt, J. Hammond, A. Strandberg, nominating committee; A. Ganser, A. Thompson, councillors; Edna Tait, press correspondent.

Mr. Broemeling, chairman of the 1949-50 salary committee, gave a report on the work of the committee. The new salary schedule was adopted by the meeting.

E. G. McDonald, superintendent, addressed the meeting, speaking briefly on a number of school problems.

Eric C. Ansley explained some technical points in the salary schedule and outlined a plan for evaluating all types of certificates and summer school courses in terms of university credits.

Lamont Sublocal

The first meeting of the sublocal took place under the chairmanship of William Worbets on Oct. 6. Last year's slate of officers were re-elected: W. Worbets, president; V. Kupchenko, vice-president; J. Gordey, secretary-

treasurer. Nominations made were: W. Worbets, councillor; P. Kostyshyn, sublocal member for nominating committee; Alec Saruk, sublocal member for the auditing committee; Norma Lucas, Jane Tichowsky, Shirley Doige, M. Allan, social committee, Margaret Primeau, correspondent.

It was agreed that the superintendent be invited to the meetings of the sublocal to enable the teachers to discuss professional problems with him.

The question of a professional library was also brought up, but no definite decision was reached.

Opinions were offered re the importance of a program for the meetings and it was agreed that such meetings should include educational problems, guest speakers, and entertainment of various forms such as debates, panel discussions, music, and films.

In spite of the cold weather, the attendance at the second meeting was satisfactory. The teachers present were pleased that Neil Purvis accepted the invitation to attend all meetings of the sublocal.

Margaret Primeau, a teacher of Lamont High School, gave a short talk on France. Miss Primeau just returned from a two-year stay in France where she has been working toward a doctorate in French Literature at the University of Paris.

The next item on the program was an interesting film on counselling in the school.

Jarvie-Fawcett Sublocal

Officers elected at the November fifteenth meeting of the sublocal were William Dawson, president; Arthur Potter, vice-president; Mary Almond, secretary-treasurer; Lilace John, local representative.

Films were shown at the meeting.

Teacherage Rents Discussed at Lethbridge District Meeting

C. M. Allen, president of the local, reported at the December meeting of

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the executive that a presentation had been made to Stanley Barter, a grade nine gold medalist from Coaldale. This presentation is made yearly to the student who receives the highest grade nine standing in the Lethbridge Division.

Ken Bride, chairman of the collective bargaining committee, reported the progress of an extensive survey into the matter of teacherage rents. Negotiations regarding rents are at present in progress with the divisional board.

Taylor Speaks at Leslieville On Audio-Visual Aids

The sublocal held a meeting on November 14, at which Hugh Horne, president, and Hubert Smith, secretary, reported on the executive activities. These included a discussion of the proposed new salary schedule, the most important features of which would be a hundred dollar increase in the basic salary, and a proposed change in the wording of a clause to allow teachers holding a certificate in a subject they teach to receive payment for the certificate regardless of whether or not it is required.

The main feature of the evening was a talk given by guest speaker George Taylor of Rocky Mountain House, on audio-visual aids. Mr. Taylor followed a discourse on the relative position of audio-visual aids with regard to other classroom teaching methods, with the showing of a vocations and guidance filmstrip. At the conclusion of this demonstration he stressed the fact that audio-visual aids do not replace teaching, but act only as important aids, and, as such, require careful selection and preparation. A vote of thanks was given Mr. Taylor for a much-appreciated talk.

Macleod Sublocal

A meeting of the Macleod Sublocal of the Carmangay, Champion, and Kirkcaldy teachers was held on November 29. Officers elected were S. T.

Nichols, president; Mae Todd, vice-president and publicity agent; Gerda Jacobson, secretary-treasurer; Marion McKay, councillor.

The program committee consists of two teachers from Carmangay, Mable Reath and Henrietta Whittle, and two teachers from Champion, Evelyn Reath and Muriel Barber.

The meetings will be alternated between Carmangay and Champion, and will be held on the third Tuesday of each month.

Battle River Sublocal Formed at Manning

On November 14 teachers from the schools of Deadwood, North Star, Notikewin, Sylva, Rosary, and Manning gathered at Manning to form a sublocal. It was unanimously decided to form the Battle River Sublocal and the officers elected were H. H. Repp, president, Irene Rhoades, secretary-treasurer; Harold Christie, vice-president; Donald MacDonald, councillor. Some discussion followed re the festival. Meetings will be held every second Tuesday of the month.

Medicine Hat Rural Local Adopt Resolutions

The local met on December 2 with President McPhail in the chair. The following resolutions submitted by the Red Deer Local were adopted: (1) Resolved, that an isolation bonus be included in the salary schedule because of isolation from the divisional office. (This was referred to the negotiating committee.) (2) Resolved, that with the approval of the divisional board a committee of teachers (one from each subdivision) be chosen to advise the divisional board on the purchase of school supplies. (3) Resolved, that the divisional board should pay transportation when a teacher is transferred from one school to another by request of the divisional board. (4) Resolved, that the divisional board matches the same amount of isolation bonus paid to the schools

as the Department of Education does, same to be retroactive to September 1, 1950.

The next meeting of the Medicine Hat Local will be on January 20 at 2 p.m.

Mundare Sublocal Organize Groups to Hear Broadcast

At the October 27 meeting Michael Tomyne gave a detailed outline of the Citizen's Forum broadcast to the members present and encouraged them to organize listening groups in their respective communities. One of the several motions introduced at the meeting dealt with the placing of shop teachers on the high school schedule.

The 24 members present at the meeting on November 24 heard Neil Purvis, superintendent, speak on the merits and disadvantages of workbooks, as used in school.

Michael Tomyne gave an informative report on how to fill out cumulative report cards and W. Ewachniuk showed the teachers a film.

Olds Local

The first general meeting of the local was on December 6. Since salary negotiations with the divisional board are to be opened immediately, a thorough discussion of the salary schedule took place.

The subjects of standard equipment for schools, the inadequacy of the central library system, and the shortage of readers, were discussed. Items arising from the Calgary Convention were satisfactorily dealt with.

Ponoka Local Protests County Act

Members at the meeting on October 26 unanimously protested *The County Act*, and also went on record as favoring bursaries given by divisional boards only if they applied to all faculties in the university, and if they gave a guarantee of employment in return for the student's guarantee of service.

Votes of thanks were expressed to the retiring secretary-treasurer, Lillian McPhie, and to the salary negotiating committee for their untiring efforts in the past.

Officers for the year are Ivan Mallett, president; Norman Taylor, vice-president; Martha W. Weiss, secretary-treasurer; T. Donald Thorson, Percy Collins, public relations; I. Mallett, M. Weiss, P. Collins, T. D. Thorson, G. Dahms, salary negotiating committee.

Since the meeting, salary negotiations in the Ponoka Division have been brought to a satisfactory conclusion without the final step of arbitration. Members felt that the gains though modest, were worthwhile. At the same time, good relations were maintained with the board.

Radway Sublocal

The sublocal held a meeting on November 13 and elected the following officers: Wm. Tanasiuk, president; Peter Semenchuk, vice-president; A. J. Styra, councillor; H. Bottolfs, press correspondent; Z. Sawchuk, social convener; N. Bodnar, filmstrips; N. Panylyk, secretary-treasurer; N. Bodnar, P. Semenchuk, Wm. Tanasiuk, A. J. Styra, track meet committee.

Spirit River-Rycroft Sublocal

The members present at the November 24 meeting, under the direction of H. Sharlow, made a study of the ATA bylaws.

A presentation of a silver service and an album of records was made to Mr. and Mrs. Douglas Blackie of Spirit River by Elizabeth Hartwell. Mrs. Hartwell expressed the appreciation of all the teachers of the division for the able leadership of Mr. Blackie as member of the local executive.

Smoky Lake Local

Officers for the Smoky Lake Local are John Shubert, president; Peter Klufas, vice-president; Olga Habiak,

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secretary - treasurer; Harry Leskiw, councillor.

At the meeting on November 2, an interesting discussion on left-handed children resulted from a question in the Question Box. H. A. Kostash, superintendent, explained the purpose of the "Standard Tests" which will be administered to all the pupils within the division.

M. Skuba reported on the salary schedule at the December 7 meeting and Peter Klufas gave a report on the emotional maladjustment of children.

St. Michael Sublocal

Topics discussed at the December meeting included (1) annual earnings and cost of living, (2) cumulative records, (3) enterprise work (4) discipline in the classroom, and (5) Mr. Sullivan's thesis on racial discrimination and its influence on Language and English. Henry Pruss and Michael Symorozum were chosen as a committee to make plans for the next meeting, which will be held on January 24. Members agreed to have an open forum or debate at this meeting and one of the topics suggested was the county system.

Wildwood-Evansburg

The business session of the sub-local's December meeting was devoted largely to discussion of the results of the recent salary negotiations meeting. The group also observed two teacher-assistance films based on the topic *Pupil Participation in the Classroom*.

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To the Editor,

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Thanking you in advance, we are,
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Institute Speakers

December 13, 1950.

To the Editor,

It has been suggested that some of the teachers responsible for giving vocational guidance to high school students in this province are none too well informed regarding the program of training offered by the Provincial Institute of Technology and Art, Calgary, or regarding the types of employment which might stem from its various courses.

Within reason the Institute would be prepared to send out speakers to address groups of high school students with reference to the facilities and training which the Institute has to offer. Such speakers might deal with the general program of training of the Institute, or they might be specialists who could give specific in-

formation regarding the training in such fields as industrial electricity, aeronautics, dressmaking, art,, machine shop practice, welding, etc.

To conserve the time of these Institute speakers, it would be appreciated if several high schools in the same general area could arrange to hold meetings at about the same time so that one speaker might cover two, three, or more high schools within two or three days. It would be further appreciated if such meetings to address high school students could be arranged in the late spring or early summer when the work of the Institute is tapering off.

It need hardly be added that we deeply appreciate the facilities offered by your magazine in bringing this matter to the attention of teachers in the Province of Alberta.

Yours faithfully,

J. FOWLER

Principal, Institute of
Technology and Art

Lethbridge Publicity Program

6 Strathcona Court,
Lethbridge, Alberta,
December 20, 1950.

Dear Eric,

Tentative plans for publicity have been made in this local to extend from January to May inclusive on a three-point basis. This will include press, radio, and service club or association addresses. The press should be most effective and will be the one mostly used.

We intend to run a regular column in *The Lethbridge Herald* under the caption *Today for Tomorrow*. Short articles of from 250 to 300 words will be contributed every two weeks approximately to this column by members of this local. Each of these will cover some phase of the cur-

rent course of study in the public, intermediate, and high school. These will be purely factual and informative with the sole object in mind of acquainting the parents of school students and the business public with present day course content and technique. The effect should be to demonstrate the wide difference of modern education on the grade level to that of even a few years ago and to create a deeper appreciation of the modern school and its role in social progress. Several teachers have indicated their willingness to contribute articles to this column in their own field. We feel that the average parent does not know enough about the modern curriculum. This type of promotional writing on our part may help.

In addition to the above, if time and opportunity make it possible, one or two short talks may be given over Radio Station CJOJ and one or two addresses may be made to service clubs, particularly those of which some of our teachers may be members. The subject here might be some phase of school administration. We plan to provide a speaker to at least one of the several organizations which donate scholarships and bursaries to this Collegiate.

The committee on publicity here now consists of myself as chairman,

Marguerite Esplen and Frances Haney. We will be working in close cooperation with the public relations committee of which Reg Turner acts as chairman and Public Relations Officer.

Yours sincerely,
F. A. RUDD
Chairman,
Publicity Committee,
Lethbridge City Local.

P.Ed. and Recreation Scholarships

217 7 Avenue SW
Calgary, Alberta,
November 18, 1950.

To the Editor,

Information regarding Physical Education and Recreation scholarships which are made possible through the National Council on Physical Fitness is available on request.

It is thought that possibly some of the teachers in the province might be interested in applying for a scholarship.

Further information and/or application forms may be obtained from this office.

Yours sincerely,
J. H. ROSS

Director, Health and Recreation Branch, Department of Education.

Henry Birks & Sons (Western) Ltd.

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CATALOGUE ON REQUEST